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ABSTRACT

Since 1971, the Bayfield School has received federal funds to conduct an Urban/Rural School Development Program. The five major components of the program were staff development through the use of independent consultants and university personnel, community involvement, bicultural awareness, learning resource center development, and school equipment and procurement, particularly closed-circuit television. Four sources of data were used in the evaluation: (1) archival data, including records of student performance, former needs assessments, records of community participation in school affairs, and staff development information; (2) an attitude questionnaire; (3) interviews with staff, students, and community members; and (4) classroom observations. Findings were related to staff, school, and community. As teaching staff became less mobile, the on-going staff development program had a more lasting impact on the quality of education in the Bayfield Schools. Though the school environment improved due to this program, these improvements were masked by the nature of the school building, originally built in 1895. Pupil Performance improved. The influx of federal funds, combined with community involvement in the School/Community Council had a tremendous impact on the community. Recommendations for future planning are included, as well as directories of staff, interview questions used, and write-in questionnaire comments. (BW)

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AN EXTERNAL EVALUATION

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BAYFIELD URBAN/RURAL SCHOOL DEVELOPMENT PROGRAM

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Submitted to the

Bayfield School/Community Council

and the

Bayfield School

by

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CHAPTER I

EVALUATION GOALS AND DESIGN

Since 1971, the Bayfield School has received funds from the United States Office of Education to conduct an Urban/Rural School Development Program. During this six-year period a total of \$836,500 has been appropriated to the project. The primary mission of the project has been the provision of staff training programs for the entire school staff. The anticipated result of this training was the improved quality of instruction for the school's 480 students in grades Kindergarten through twelve. Approximately 45 to 50 percent of these students are Chippewa Indians from both the Bayfield area and the Red Cliff reservation which is located three miles from the Bayfield School. Efforts to increase community involvement in the school program and to enhance the learning facilities were also major aspects of the program. While the funds for the program came to Bayfield directly from USOE, the Wisconsin Department of Public Instruction was instrumental in assisting in the selection of Bayfield for the U/R program.

Development of the Bayfield U/R SDP Project

The Bayfield Urban/Rural School Development Program has been a six-year, federally funded staff-development program. The purpose of the staff-development program was to improve the quality of education of the children and students in the Bayfield School, grades K-12. Approximately 45 to 50 percent of these children are Chippewa Indians. The Bayfield School was recommended for this project to the U.S. Office of Education by the Wisconsin Department of Public Instruction in 1971. The policy of the

program is determined by a School/Community Council (SCC) which consists of ten staff members including the Superintendent of the Bayfield School, ten community representatives including one or two Board members, and six students. The Board approves policy determined by the SCC. The U/R SDP is administered by a team manager who was selected and employed by the SCC in 1972. An Indian Culture Coordinator has been with the program since 1973. A Communicator was employed from 1973 to 1975. A Community Coordinator was employed in 1976. See Appendix A for the list of U/R and school staff personnel from 1972-1977.

The five major components of the U/R SDP since 1971 have been:

- (1) staff development through the use of independent consultants and university personnel, (2) community involvement, (3) bicultural awareness, (4) learning resource center development, and (5) school equipment and procurement, particularly closed-circuit television.

Setting and Population

Bayfield School District is comprised of the City of Bayfield, the Town of Bayfield, and the Town of Russell. The Red Cliff Indian Reservation is located in the Town of Russell. The total population of this area is less than 2,000. This community is located on Lake Superior in the northwest corner of Wisconsin. The main industries of the town are fishing, lumber, and tourism. The largest employer of the area is the Bayfield School. Although poverty is not readily visible, neither is wealth, except that brought by tourists to the area. Most wage earners work in one of the three industries.

The Bayfield School was built in 1895 with additions made to either side of the original building over the years. The school population

is about 480 pupils from K-12 with about 50 percent of that number being Indian children and students. The elementary wing of the school and the secondary wing are linked by a central administrative area.

Need for Evaluation

During the operation of the Bayfield U/R SDP, formal outside evaluation was conducted once, in 1972, by Farley, Brown, Inc. This evaluation consisted of a questionnaire analysis which analyzed various respondents' perceptions to the attainment of the program's goals. This survey was repeated in 1975 by the project staff and compared to the original findings. These two reports have constituted the major evaluation efforts of the program.

U/R SDP funds terminate at the end of the 1976-77 school year. An outside evaluation was considered to be necessary for several reasons. First, the basic outcomes of the program need to be reported to the funding agency to provide some measure of the impact of such federal monies on a local educational agency. Secondly, the people involved in the program need to receive some objective report regarding the appropriateness of program processes to the attainment of the program goals. Thirdly, the Bayfield School has to consider the effect of the U/R SDP on its total educational program. Without federal funding in future years the district will have to decide which, if any, aspects of the program are worthy of local support so that they may continue. Both cost-effectiveness and educational value concerns will need to be considered here. Finally, as a demonstration or experimental site for a U/R program, the Bayfield School needs to report its results to other U/R projects and districts or educational agencies with similar programs, concerns, and populations.

In March, 1977, Learning and Evaluation Associates of State College, Pennsylvania entered into a contract with the U/R SDP to provide a summative evaluation report to satisfy these needs.

Rationale and Design of the Evaluation

Three assumptions behind the establishment of the Bayfield Urban/Rural School Development Program (U/R SDP) are:

- (1) The most important changes needed are in improved interaction of the teachers, the students, and the community.
- (2) The U/R SDP program funding can bring about these changes in teacher, student, school and community interaction.
- (3) A needs assessment and approaches to improved teacher, student, school and community interaction once identified and successfully implemented will be adopted and modified by other surrounding schools.

Based on these assumptions, six (6) USOE objectives and six (6) locally-determined objectives, were established for the program. These 12 objectives are evaluated in the present report. Eleven (11) of the objectives are process/input objectives. One of the objectives, USOE Objective 6, is a performance outcome objective. Figure 1 is a listing of USOE and U/R SDP objectives by Identifying Number, Descriptor, and Explanation of Descriptor.

Specific measures of the success of each objective were never clearly identified when the objectives themselves were developed. This fact made the evaluation of the attainment for these objectives difficult because all measures had to be developed near the end of the program. Whereas summative evaluations are usually based on the analysis of

Figure 1

USOE and U/R SDP Objectives (Goals)

USOE Number	U/R SDP Number	Objective Descriptor	Explanation of Objective Descriptor
1		Staff Development	To make training of educational personnel responsive to the needs of teachers, students, school, staff, and community.
2		Decision making - school/community	To develop decision making capabilities in school and community personnel.
3		Needs Assessment school/community	To develop within the school and community personnel capabilities for identifying critical needs and for assembling (1) ideas, (2) resources, and (3) strategies to meet these needs.
4		Accountability - Administrative	To provide for the school and community a context in which administrative, fiscal, and ideologically decisions will be subjected to those constraints generated by collaborative processes at the school/community level.
5		Accountability - school/community	To develop a system and processes through which the school and its community accept the responsibility for (1) actions regarding the utilization of resources, (2) formulation of strategies, and (3) development of programs to improve pupil performance.
6		Pupil Performance	To introduce, using the initiative of the school and the community in combination, constructive changes in the life of the school - changes which will affect the quality of education in such a way as to

Figure 1 (continued)

USOE Number	U/R SDP Number	Objective Descriptor	Explanation of Objective Descriptor
			(1) enhance pupil performance, and (2) widen the range of opportunity for pupils for future successful endeavors.
	1	Interaction	To improve the interrelationships between (1) students, (2) teachers, (3) administrators, and (4) parents.
	2	Communications	To improve the quality and quantity of communication between the school and the community.
	3	Community Involvement	To increase community involvement in the school.
	4	Individualization	To make teachers responsive to individual achievement and cultural differences of students.
	5	Facilities	To improve the physical and educa- tional environment.
	6	Attitudes	To improve (1) student, (2) staff, and (3) parent attitudes toward school.

pre-established evaluation procedures, the present evaluation procedures had to be developed at the termination of the U/R program. Because this activity was occurring at the end of a six-year project, the evaluation design was forced to analyze the perceptions of the various project-related people in regard to objective attainment and to rely heavily on existing records and files for data to support these perceptions.

Four means of data collection have been employed: (1) archival data, (2) questionnaires, (3) interviews, and (4) observations. Each has a quantitative and/or a qualitative component, where possible, so that the data have undergone some sort of statistical analysis involving means or percentages, numbers of subjects involved and correlations to other data. Computer facilities and statistical programs have been used for this analysis. The degree of attainment of each of the twelve goals has been described. This type of evaluation data is of particular interest to the Bayfield UR/SDP project since it offers some critical information for decision-making as the program enters its phase-out funding period.

Data Collection

There are four sources of data collection used for the Bayfield U/R SDP evaluation: (1) archival data, (2) questionnaires, (3) interviews, and (4) observations.

Archival Data. Archival data collection consists of an analysis of the records kept by the Bayfield School District and the U/R SDP project. Standardized tests have been reviewed to determine pupil performance over the past five years, particularly in the areas of reading and computation skills. Local means, standard deviations, number of students tested, and percentiles per grade level have been considered.

Other archival data consists of an analysis of the ongoing needs assessments and the annual Plans of Operation over the past five years. The Plans of Operation should reflect the outcomes of the needs assessments. Fiscal data have been obtained from the Superintendent's office.

Communications, interactions, and community involvement statistics have been determined from archival records of local publications, meetings, and participation in school/community activities.

Staff development information is also available in archival data in the form of workshops offered, who attended, objective and success of workshops, credit offered, degrees granted, quality and quantity of offerings, and academic and professional upgrading of teachers, administrators, paraprofessionals, and staff.

Chapter II contains an analysis of archival data including pupil performance.

Questionnaires. A 77-item and comment questionnaire has been used to collect data from program participants, teachers, students, parents, community members, administrators, board members and support staff. The information derived from this questionnaire validates or supplements the information found in the archival data. The questionnaire has been designed to include five to seven items determined for each of the twelve objectives.

The questionnaire has been administered to a random sample of each of the categories of program participants: (1) teachers (T), (2) students (S), (3) parents and community members (P/C), (4) administrators and board (A/B) members, and (5) support staff (SS) including paraprofessionals and volunteers.

Items on the questionnaires question all twelve of the objectives listed in Figure 1. A major contribution of the questionnaire data is the qualitative indications of inputs of various project participants. The questionnaire uses a Likert type scale of 1-5. Sampling procedures of program participants and community have been done on as random a basis as is feasible and with consultation with the evaluation task force.

The questionnaire has been developed to address the goals of the U/R SDP program and was reviewed by the task force before administration to the random sample of program participants and community.

Questionnaire items are analyzed in Chapter III.

Interviews. Interviews have been useful in obtaining responses from participants regarding the quality of the project procedures. More than 25 face-to-face interviews have been conducted. The questions used by the interviewers are more global than the questionnaire questions and as a consequence are reported in a narrative fashion.

Interview data are analyzed in Chapter III.

Observations. Observations have been used to determine classroom teaching and environment for individualization of instruction. Observations have been used to determine facilities and educational environment, community involvement and interaction, and communications.

Observation data are analyzed in Chapter III.

Personnel Involved in the Evaluation

The following persons have made a considerable contribution to this evaluation:

Learning and Evaluation Associates

Lester S. Golub, Managing Consultant
Edward T. Frye, Managing Consultant

Bayfield Evaluation Task Force

Carol Miller - Community, Parent
Ed Olson - Teacher
Kathy Olson - Student
Virginia Beauchamp - Community
Tom D. Williamson - U/R Staff, Community Coordinator
Dan Brown - Teacher, SCC Member
Bob Lind - High School Principal
Pat Basina - Home School Coordinator
Verdayne Hanson - Testing and Guidance
Josephine Wichlidal - Secretary, U/R Program
Tom Frizzell - U/R Team Manager
Don Anderson - Superintendent

Purpose of the External Evaluation Report

This report is presented to the Bayfield Urban/Rural School Development Program and the Bayfield School staff. If after reviewing this report, the Bayfield School staff decides to disseminate this report to its internal and external publics, and if the authorship of the dissemination report is to be attributed to the evaluation, no changes or deletions in the report are permitted.

The primary purpose of this report is to promote open discussion of educational excellence as it applies to the Bayfield Urban/Rural School Development Program at the various school district levels, including administrators, teachers, parents, community groups, support staff, and pupils. The purpose of this external evaluation report is intended to provide a general assessment of the Bayfield Urban/Rural School Development Program rather than a detailed analysis of individual pupil-teacher progress within the comprehensiveness of the program.

The Bayfield School staff and the Bayfield Urban/Rural School Development Program participants have indicated a commitment to quality education. It is hoped that this report will be accepted in the spirit intended, that of providing assistance in obtaining educational excellence for the Bayfield School.

CHAPTER II

ANALYSIS OF ARCHIVAL DATA INCLUDING PUPIL PERFORMANCE

Archival Data by USOE and U/R Goals

The archival data summarized here consist of an analysis of the records kept by the Bayfield School District and the U/R SDP project which are associated with the twelve goals, six United States Office of Education generated goals and six locally generated goals, of the Urban-Rural project. The data presented here are descriptive and not always complete since the evaluators had to depend on information and records available to them. However, in most instances, enough data were available for some qualitative judgments to be made. In this portion of the report, the evaluators will attempt to summarize the data available for each goal and to draw a qualitative decision using adjectives such as excellent, very good, good or fair, poor, not attained or no data available. Number values can be assigned to these adjectives as follows: excellent = 5, very good = 4, good or fair = 3, poor = 2, and not attained or no data available = 1.

USOE Goal 1 - Staff Development

To make training of educational personnel responsive to the needs of teachers, students, school, staff, and community.

Description. The staff development goal of the Bayfield U/R program received the most money, attention, and energy from the U/R staff, the school staff, administration and board. It was through the staff development component that the other goals were to be reached.

From October, 1971 to March, 1977 a total of 62 U/R sponsored workshops, seminars and courses were offered on-site to the Bayfield staff (see Appendix B for a complete list of dates and titles). From July, 1971 to January, 1977, 112 U/R-sponsored conference and training trips away from the site were attended by Bayfield staff and administrators (see Appendix C for a complete list of dates, titles, and places). During this six-year period, 1971 to 1977, 81 different persons offered on-site training to the staff (see Appendix D); 155 participated in the training over the six-year period. The 155 participants were distributed as follows (see Appendix E for names and titles):

Administrative	7
Urban/Rural Staff	16
Elementary Teachers	26
Secondary Teachers	28
Teacher Corps Interns	13
Support Staff	18
School/Community Council	
Community Representatives	25
Student Representatives	<u>22</u>
Total	155

From the Fall semester of 1973 through the Summer semester of 1975, ten teachers of the Bayfield School District received Master's Degrees from the University of Wisconsin at Milwaukee and two received Bachelor's Degrees. The course work was offered mainly on-site using courses listed in Appendix B. A list of staff receiving Master's Degrees and the courses which they took to complete these degrees can be found in Appendix F.

Discussion. In reviewing the archival data on staff development, it becomes clear that this goal is one of the strongest components of the Bayfield U/R program. The course offerings do not offer a strong, specific curriculum development emphasis for the teachers, but rather a cultural and

social background of education. What the teachers learned would tend to make them better and wiser human beings in terms of interpersonal relations, awarenesses, and understandings, but it did not tend to help them become better subject matter, content, or learner oriented professionals with a wide and varied range of instructional methodologies.

It is difficult to tell completely from catalogue descriptions of courses and course titles what the content of the courses actually included. However, the Master's Degree recipients seemed to be collecting a sequence of courses but these courses did not lead to a Master's program with a focus on individualization of instruction in the various content areas. The secondary school science teacher, the English teacher, and the shop teacher received practically the same Master's program as the kindergarten and fourth grade teachers. Most Master's Degree recipients did more than the 30 semester hour credits usually required for a Master's Degree.

The method of obtaining teacher evaluations of course offerings before staff development was undertaken was not well developed. The archival data contain only a few teachers' evaluations of the course offerings. From these a few points emerge. The most well received workshop was the Farley/Brown Workshop: "The Climate of Individual Growth." The other early workshops were received mildly by the teachers. Teachers remarked that from workshop to workshop, much of the materials were repetitive or obvious to experienced teachers. Some of the presenters were not well organized and were there more to receive their honorarium than to impart information. The teachers were mostly ambivalent to negative about the Indian workshops. The teachers seemed to agree that they went to the

Indian workshops with an open mind and a willingness to learn, but that the presenters were at times very belligerent, or disorganized, or esoteric, or presented stereotype information. Such approaches made the teachers feel that Indian language and culture was for the Indians and not to be shared by the non-Indian. This attitude toward the Indian workshops and the Indian language and culture permeated the interviews as well as the workshop evaluations.

On the whole, teachers and staff who were able to participate in professionally oriented workshops and conferences away from the Bayfield area were appreciative of this "once or twice in a lifetime" opportunity to travel and to meet and exchange ideas with colleagues from other states and cities.

The results of the staff development component do not seem apparent in teacher classroom behavior or pupil performance, but they do seem apparent in the accepting and warm pupil-teacher interactions which are seen in the total school climate.

Conclusion. Based on the evidence found in the archival data and discussed above, it is the judgment of the evaluators that the attainment of this goal is very good. The staff development activities involved a large number of Bayfield staff and a few community persons; this component provided them with on-site and away professional activities.

Recommendations

1. Staff training activities which involve intercultural awareness need careful and proper staffing and implementation.

2. An external degree program should be based on the specific professional needs of individual teachers and staff rather than the school staff at large.
3. Workshops should relate to the needs of specific teachers and not be repetitive.
4. The administration should continue to provide teachers and staff with professional conferences and staff development activities, particularly in individualization, diagnostic/prescriptive teaching, and competency-based education.

USOE Goal 2 - Decision Making - School/Community

To develop decision making capabilities in school and community personnel.

Description. In order to attain USOE Goal 2, a School/Community Council was established in 1971 and has been in operation since that time.

The role of the School Community Council (SCC) consists of the following:

1. It is an integral part of the school district.
2. It develops and operates education personnel training programs.
3. It expends funds for activities required to support the development and operations of staff development training programs.
4. The school district board of education delegates staff development decision making to the SCC.
5. It must operate within the authority of the local education agency, the state education agency, and the USOE.

6. It develops and operates within the framework of a Plan of Operation, negotiated with the School Board and approved by the U.S. Office of Education.
7. It is limited only by strict requirements of the law rather than the School Board.

These role features are given authority by a "Letter of Intent" signed by the Chief Wisconsin State School Officer and the Superintendent of the Bayfield School District. With the "Letter of Intent," the SCC was created and much of the authority previously delegated to the School Board was now delegated to the SCC.

The SCC constitution provided for an SCC to consist of 27 members, ten from the total school staff (the Superintendent has always occupied one of the ten school staff seats), six from the student body, grades 7-12, and one appointed by and from the Board of Education, ten appointed by and from the community. No member could serve for longer than five years. A majority vote is considered to be 14. Regular meetings are held on the second Tuesday of each month. Members receive a small stipend for attending meetings. An Executive Committee consisting of the Chairman, the Vice-Chairman, one member from the school staff, one from the community, and one from the student body is empowered to make decisions and approve actions in the best interest of the SCC. The constitution of the SCC has been modified slightly over the years.

Discussion. The School/Community Council from its inception took its job seriously. Most members appeared for most meetings and worked diligently on a number of projects which consisted of: (1) participating in the needs assessment, (2) writing requests for proposals for the staff

development program, (3) reviewing the goals and philosophical base of the Urban/Rural program, (4) reviewing proposals for staff development, and (5) evaluating the strengths, weaknesses, and effects of the various staff-development activities funded by the U/R program.

In scanning the SCC minutes from 1971 through 1977 some features become apparent:

1. Some clear school needs were expressed at the beginning of the program but were lost sight of as the U/R program gained momentum.
2. The SCC expressed a need to evaluate the U/R program at its inception but were not provided with technical assistance to do this kind of evaluation.
3. Little or no direction or developmental activities were given the SCC.
4. Much time was spent in informing the SCC members what the U/R program personnel were doing.
5. Very few if any substantive decisions were made by the SCC.

Most decisions were made by the SCC Executive Committee and the staff members on the SCC. The input of community and student body representatives to the SCC seems minimal.

Conclusions. Considering the facts that: (1) a School/Community Council was a totally new concept in 1971, (2) the traditional way to run a school district is with a strong School Board and a Superintendent to carry out their decisions, (3) the Bayfield community and school is racially and culturally mixed and expresses two sets of culturally determined values, the School/Community Council has been a very successful decision-making

and decision-examining body. It has served as a model so that now most large, federally funded projects call for an establishment and election of a school/community council as an advisory body to the traditional school board.

Although the School/Community Council did not seem to run into conflict with the School Board, the SCC made decisions related to the U/R program and the School Board generally approved these decisions. However, it was the School Board which found it difficult to cope with the assumed power of the SCC.

The U/R program is to be commended for its implementation of the School/Community Council concept as a decision-making arm to the School Board, particularly in the areas of staff-development and pupil performance concerns, two areas which tend to be ignored by most school boards.

Based on the evidence found in the archival data and discussed above, it is the judgment of the evaluators that the attainment of this goal is very good and offers a model of operation for other School/Community Councils, nationally, which are in the process of determining their direction.

Recommendations

1. The School/Community Council continue its operation as a volunteer, elected body of citizens, school staff, students, and administrators.
2. The School/Community Council and the School Board carefully define the roles of each elected body.
3. On-going organizational and managerial training be given SCC and School Board members.

USOE Goal 3 - Needs Assessment - School/Community

To develop within the school and community personnel capabilities for identifying critical needs for assembling: (1) ideas, (2) resources, and (3) strategies to meet these needs.

Description. In September of 1972, Farley, Brown, Inc., produced a document, "The Bayfield School Assessment Project - Findings and Recommendations - Urban/Rural School Development Program." This document was contracted in order to attain the above stated goal of obtaining a needs assessment - school/community.

The report data were obtained by Farley, Brown, Inc. through questionnaire and interview procedures of the various populations and districts served by the Bayfield School. The response level to the questionnaire was 50.6 percent. The categories of questions consisted of: (1) the quality of education, (2) administration, (3) teachers, (4) students, (5) facilities and community services, (6) curriculum I, (7) curriculum II, (8) school board, (9) the public, (10) communications, and (11) related issues. A specific questionnaire was provided each of the following groups: (1) community, (2) public school students, grades 6-12, and (3) professional personnel.

Discussion. Although the Farley, Brown needs assessment questionnaire was developed, administered, and analyzed with care, the questionnaire and interview method is not an adequate procedure. Because of reliance on the questionnaire procedure alone, the Farley, Brown needs assessment is a highly impressionistic report presented in a rhetorical style. In a sense, the needs assessment does not fulfill the goal since it was done without involving the school and community personnel in the

conduct of their own needs assessment which in turn would train them "to develop, within the school and community personnel, capacities to identify critical needs." A needs assessment should be conducted by the persons who will have to draw up the goals and to carry out the activities necessary to achieve goals resulting from the needs assessment. The authors of the report did not present the needs in a prioritized form or in such a way that their recommendations actually came from some of the most apparent needs: (1) vocational education for the non-college bound student, (2) clarification of school goals, curriculum and instructional strategies to the parents, (3) a recognition of Indian culture and awareness for Indian and non-Indian culture groups, (4) teaching staff, administration involvement in the community, and (5) improved educational facilities.

The recommendations which conclude the Farley, Brown needs assessment were sound and attainable and furnished a basis of operation and a position from which the School/Community Council could operate. Many of their recommendations were followed during the 1972-77 period, particularly those related to the "humanization" of the school program and personnel in order to make the school a pleasant environment for pupils, teachers, and the community.

Conclusions. Based on the evidence found in the archival data and discussed above, it is the judgment of the evaluators that the attainment of this goal is fair. The needs assessment done in 1972 was a launching vehicle for the Urban/Rural program, but it does not supply an adequate model for a continuing needs assessment procedure for the school and community personnel for ongoing needs assessment procedures.

Recommendations

1. The School/Community Council appoint a committee to study procedures for doing a school program needs assessment and to involve teachers, administrators, and parents in an ongoing needs assessment process. The Right-to-Read needs assessment or Learning and Evaluation Associates' Discrepancy Model represent two good procedures.
2. Establish and prioritize attainable and measurable goals as a process of the needs assessment.
3. Establish an internal evaluation procedure to measure the extent to which these goals derived from the needs assessment have been attained.

USOE Goal 4 - Accountability - Administrative

To provide for school and community a context in which administrative, fiscal, and ideological decisions will be subjected to those constraints generated by collaborative processes at the school/community level.

Description. A strong, flexible, active, and respected Superintendent of the Bayfield School has been responsible for the overall administrative success of the Bayfield Urban/Rural School Development Program. He was initially responsible for making the contacts with the Wisconsin State Department of Instruction so that the program could be situated in Bayfield. He gathered around him the support of the School Board, the elementary and secondary principals, the teachers, and the community. He has been a continuous member of the School/Community Council and served on the Executive Committee. He has also assumed the fiscal responsibility of the program.

Decisions made by the School/Community Council are sent to the School Board for their approval before these decisions are implemented.

The School/Community Council has had, as their administrative support person, a manager who implements the SCC decisions. The office of the School/Community Council manager houses a secretary, a communications agent, a community coordinator, along with the manager. The office is efficiently run and carries out the decisions of the School/Community Council. It contains the records of the Urban/Rural School Development Program.

The Urban/Rural office, which is supervised by the School/Community Council manager, determines how the Urban/Rural funds will be budgeted, makes amendments to the budget, makes decisions on staff development, consultants, workshops, and trips. Vouchers are generated in the U/R program office and signed by the Superintendent. The School Board has veto power over U/R decisions, but has rarely exercised this power. All requests for proposals are generated from the Urban/Rural office. Yearly, proposals for renewal of the U/R program also originate in the U/R office.

The school principals do not deal with fiscal matters but rather with the instructional program. Their role is tied more directly to the teachers and the pupils and is moving more toward the supervision of the teaching and the support staff. It is the role of the Superintendent to clarify the U/R program budget and its complicated interaction with the regular state aid budget to the community. In order to explain the operation of the U/R program, the Superintendent and the School/Community Council manager have had to make many presentations on the local, state, and national level. There were no models for Urban/Rural programs at the beginning of the program, but now programs such as Teacher Corps and

Teacher Centers are following an established U/R model of collaborative decision-making and in-service training.

In the thrust of implementing the Bayfield Urban/Rural School Development Program, an overall evaluation design was neglected. Had the administration been advised and assisted in such a design, the goals, thrust of the program and School Board/SCC roles would have been clearly delineated and prioritized at the beginning of the program, thus eliminating some confusion about the program in the eyes of the community and other stand-by observers and critics.

Discussion. Considering the newness and lack of direction from the funding agency, the administrative accountability to the school and the community has been of very high caliber. The School/Community Council manager has provided excellent leadership and continuity throughout the six years of the program and has communicated and articulated well with the school administration. The community coordinator should have been appointed much earlier in the program to have any lasting effect in the school or the community.

The Superintendent has been the pillar of strength and support to the U/R program and the School/Community Council. The School Board has generally accepted the decisions of the SCC but has also felt some antagonism toward the SCC because of the lack of clearly defined role boundaries. In such a small community it is not strange to have an active community person serve on both the SCC and the School Board. The Superintendent has published and presented papers dealing with the U/R program.

The elementary and secondary school principals have been in an ambiguous position. At first they were teaching principals, but are now

moving toward supervising principals. Had they been given a more directive role at the beginning of the program they would have been more responsive to the decisions and activities of the U/R program, particularly at the elementary level where some staff development activities were not seen by the teachers as being particularly relevant to their needs.

Conclusions. Based on the evidence found in the archival data and discussed above, it is the judgment of the evaluators that the attainment of this goal is very good and offers a model of administrative support and accountability in implementing an innovative school program.

Recommendations

1. In implementing innovative programs, the administration should seek to define critical role barriers such as that between School Board and the School/Community Council, the school principals, the superintendent, the teachers, the pupils, and the innovative program.
2. Make certain that innovative programs have an evaluation design at the beginning of their implementation.
3. Continue to disseminate the positive aspects and outcomes of innovative school programs.

USOE Goal 5 - Accountability - School/Community

To develop a system and processes through which the school and its community accept the responsibility for: (1) actions regarding the utilization of resources, (2) formulation of strategies, and (3) development of programs to improve pupil performance.

Description. The working relationship between the School/Community Council (SCC) and the School Board must be discussed together in attempting

to describe this goal. Both the School/Community Council and the School Board are elected to represent the citizens of the community. The School/Community Council has a broader representative base than the School Board. The SCC is composed of ten staff members, ten community members with four seats from the Indian community, and six students, grades 7-12. The SCC was established to make decisions for the Urban/Rural program and operates independently of the School Board. When the SCC concept was introduced into Bayfield, it was a totally new concept without a counterpart model. The School Board, on the other hand, is the traditional, political, and established body which works with the Superintendent to administer the school in an efficient and equitable way.

With a large amount of federal funds designated for staff development at their control over a period of six years, it was quite natural for the SCC to become a very powerful voice within the school and the community. This influence resulted in an ebb and flow of tensions between the School Board and the SCC, mostly felt by the School Board, not the SCC, since the SCC obtained a certain political power which could have belonged to the Board had they not been forced to give up the decision-making function of the U/R program to the SCC when the program was brought into the district. The School Board always had the power to veto an SCC decision, but found it difficult to do because of the overlap of memberships and of the wide representation on the SCC. As a result, during the first three years of the U/R program, the relationship between the SCC and the Board was very good. During the last three years tensions between the two organizations developed, with the School Board attempting to regain its lost power and the SCC reluctant to relinquish this power back to the Board.

Frequently, the SCC made decisions and took them to the Board. The Board would then approve a decision without considering the consequences to the school and the community. Two such cases can be cited. One case was the School/Community Council decision to use the University Consultant Program to bring an external Master's Degree program to the Bayfield School District. The consequence of this program was that many of the permanent faculty obtained Master's Degrees and rose on the salary scale causing a problem with the school budget. The staff development component of the U/R program now costs the school district money which they did not anticipate. A second case in point was the Learning Resource Center (LRC). The U/R program provided the money to develop the LRC. However, the continued maintenance, operation, staffing, materials purchased, and training teachers how to use the LRC in their everyday curriculum and instruction was left to the school district. As a result, the very expensive LRC was put in an 80-year-old building already too old and too crowded, set up like a small college resource library, and provided for little or no input or training for the teachers who should be using the LRC. The result is that the LRC is being used as a traditional study hall. Had the Board been more aware of the consequences of each of these decisions, some long range planning might have taken place to alleviate the consequences of these decisions. Both the School/Community Council and the School Board needed staff development training from the U/R program funds. This training tended to be minimized during the six-year period of the U/R program as is apparent in the fact that even the community coordinator was not hired until the last year of the program.

Discussion. The U/R program which is in the hands of the School/Community Council, has not made the duties of the School Board easy to

perform. It has even caused resignations of some School Board members. Through experience, rather than training, the SCC is learning how to make decisions which will be compatible with the functions, concerns, and expectations of the School Board. Both organizations have to learn how "grass-roots" political bodies have to operate and cooperate within a small community.

Many of the excellent ideas started in the first year of the program such as norm-referenced pupil performance testing, Indian education, programming and management by objective, humanistic education, and learning and behavioral disability diagnosis, were lost or minimized over the six-year period, probably because of some of the political conflict between the Board and the SCC.

The University Consultant Program provided a Bachelor and Master's Degree program for teachers. University support faculty were available where and when needed, and allowed the community to participate if the community person was in some way connected to the school. Few, if any, community members participated in this program so that the U/R program, in the eyes of the community and outside observers became known as a program funded for and developed by the teachers.

Articles by the Bayfield Superintendent in the Wisconsin School Board Journal did much to publicize the Bayfield U/R program. However, the Wisconsin State Department of Instruction has not followed up on observing, evaluating, or discussing the program.

Indian and non-Indian relations tended to improve during the first years of the program but then diminished and deteriorated with most if not all of the Indian-related decisions being made on the reservation. The

Indian awareness curriculum and instruction program in the school is considered by both the Indians and non-Indians to be for the Indian students, not the non-Indian students. Teachers are more open to talk about the Indian position in the curriculum. Two courses in the regular social studies curriculum, Indian Wars, and Lake Superior history, consider Indians in the course content.

On the whole, the SCC considers itself accountable to the U/R program and the United States Office of Education and not necessarily to the community. The SCC does not believe that the community knows much about the fiscal responsibility of the SCC to the U.S. Office of Education. The SCC should understand that it is the School Board which has fiscal accountability to the USOE, and the SCC to the school and the community. The School Board, on the other hand, is an elected body legally responsible to school, community, and outside funding agencies including the U.S. Office of Education.

Conclusion. Based on the evidence found in the archival data and discussed above, it is the judgment of the evaluators that the attainment of USOE Goal 5, accountability - school/community, was fair. Both the school related personnel and the School/Community Council need assistance in this area.

Recommendations

1. School and community personnel including School Board and SCC members should attend training workshops on school and community involvement in the education process. Teacher Corps sponsors these types of activities.

2. Define a realistic goal function for SCC vis-a-vis the School Board.
 - a. The SCC should be an elected body accountable to its school and community constituency.
 - b. The SCC should be advisory to the School Board and should concern itself primarily with curriculum, instruction, facilities, and school staff and community development.
3. Early and continuing external and internal evaluation of all school programs need to be planned and the State Education Agency should be invited to participate in this evaluation.
4. Both Indian and non-Indian groups should be accountable to their funding agencies (the LEA, SEA, and USOE) and their publics.

USOE 6 - Pupil Performance

To introduce, using the initiative of the school and the community in combination, constructive changes in the life of the school - changes which will affect the quality of education in such a way as to: (1) enhance pupil performance, and (2) widen the range of opportunity for pupils for future successful endeavors.

Description. The most important variable in any innovative, educational program is pupil performance. Even though the major thrust of the Bayfield U/R program was staff-development, it was staff-development with a goal toward maintaining or improving pupil performance be it on norm-reference tests, criterion-referenced tests, or on the range of opportunities for future successful endeavors.

Traditionally, pupil performance is measured by using a nationally norm-referenced test which measures reading and mathematics gains. The inherent problem with using such norm-referenced tests is that it does not necessarily measure whether the goals of the innovative program are being achieved.

Criterion-referenced tests are constructed in such a way as to test for the instructional goals of a particular instructional unit. Criterion-referenced test scores are used to evaluate pupil performance in a competency-based educational program. Since the U/R program did not introduce the competency-based education model into the instruction program, criterion-referenced test results were not available.

The test scores used by the evaluators were those provided by the Bayfield school guidance counselor. The tests administered were the Stanford Achievement Tests and the Iowa Tests of Basic Achievement. In 1972, when the U/R program started, both tests were used; by 1977 only the Stanford Achievement norm-referenced tests were administered in the Spring (April and May) of the year. The following is a schedule of year, grade, and test used:

1972:	Grades 1-3 Grades 4-8	Stanford Achievement Test Iowa Tests of Basic Skills
1973:	Grades 1-4 Grades 5-8	Stanford Achievement Test Iowa Tests of Basic Skills
1974:	Grades 1-5 Grades 6-8	Stanford Achievement Test Iowa Tests of Basic Skills
1975:	Grades 1-6 Grades 7-8	Stanford Achievement Test Iowa Tests of Basic Skills
1976:	Grades 1-7 Grade 8	Stanford Achievement Test Iowa Tests of Basic Skills
1977:	Grades 1-8	Stanford Achievement Test

Pupils are tested only in grades 1-8 so that there are no test scores for the high school, grades 9-12.

Missing data include:

2nd grade, 1973
4th grade, 1973
5th grade, 1974
7th grade, 1974
8th grade, 1974
6th grade, 1975

Reading and arithmetic computation scores were used to evaluate pupil performance grade level scores. All scores were hand tabulated thus allowing for an obvious human error factor. Since two tests were used in all years except 1977, the grade level conversion score was used as the base data rather than raw score.

Discussion. Pupil performance has been analyzed and reported in a variety of ways that can make sense to educational administrators, teachers, and planners.

Figure 2 is a graph which shows the average arithmetic score per year for grades 1 through 8. This figure indicates that:

1. All grades except grades 2, 5 and 8 show some net gains in arithmetic computation between 1972 and 1977.
2. The overall trend for grades 1-8 (with the exception of grades 2, 5, 8) tends to be a very gradual increase with some fairly large fluctuation within consecutive years.

This graph is encouraging because it shows that during the extent of the Bayfield U/R program, for most of the grades, each year showed an increase in the mean score for that year. It is interesting to note also that grades 2, 5, and 8, even though they tend to fluctuate more than the other years, never fall below the appropriate grade level mean.

Figure 2

Average Arithmetic Scores by Years for Grades 1-8

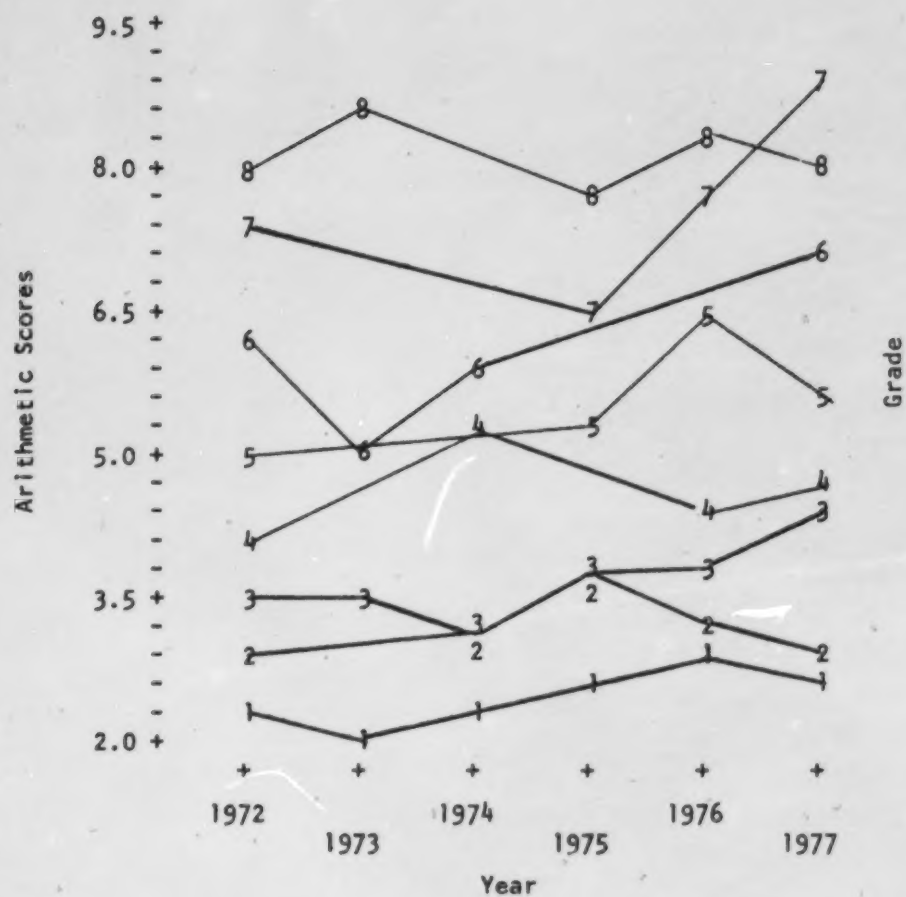


Figure 3 is a graph which shows average reading scores by years for grades 1-8. This figure indicates that:

1. All grades show a net gain in average reading scores from 1972-1977.
2. Within a given grade, fluctuations tend to be less pronounced between years.
3. The overall pattern shows moderate gains across years.

This graph is encouraging because it shows that during the extent of the Bayfield U/R program, for most of the grades, each year showed an increase in the mean score for that year.

Figure 4 is a graph which shows average reading scores and mathematics scores by year, across grades. This figure indicates that:

1. For average arithmetic scores by year across grades, collapsing all grades into a single average per year, a net gain of about six months occurs between 1972 and 1977. These gains are not evenly distributed across grades with the third, sixth, and seventh grades accounting for the largest proportion of the gain.
2. The major increases occurred between 1975 and 1976. This increase might be attributed to the influence of the U/R University Consultant program in operation at that time.

For average reading scores by year across grades:

1. Collapsing all grades into a single average, a net gain of about 1.2 years occurs between 1972 and 1977. Whereas arithmetic scores seem to have leveled off, reading scores are still increasing.

Figure 3

Average Reading Scores by Years for Grades 1-8

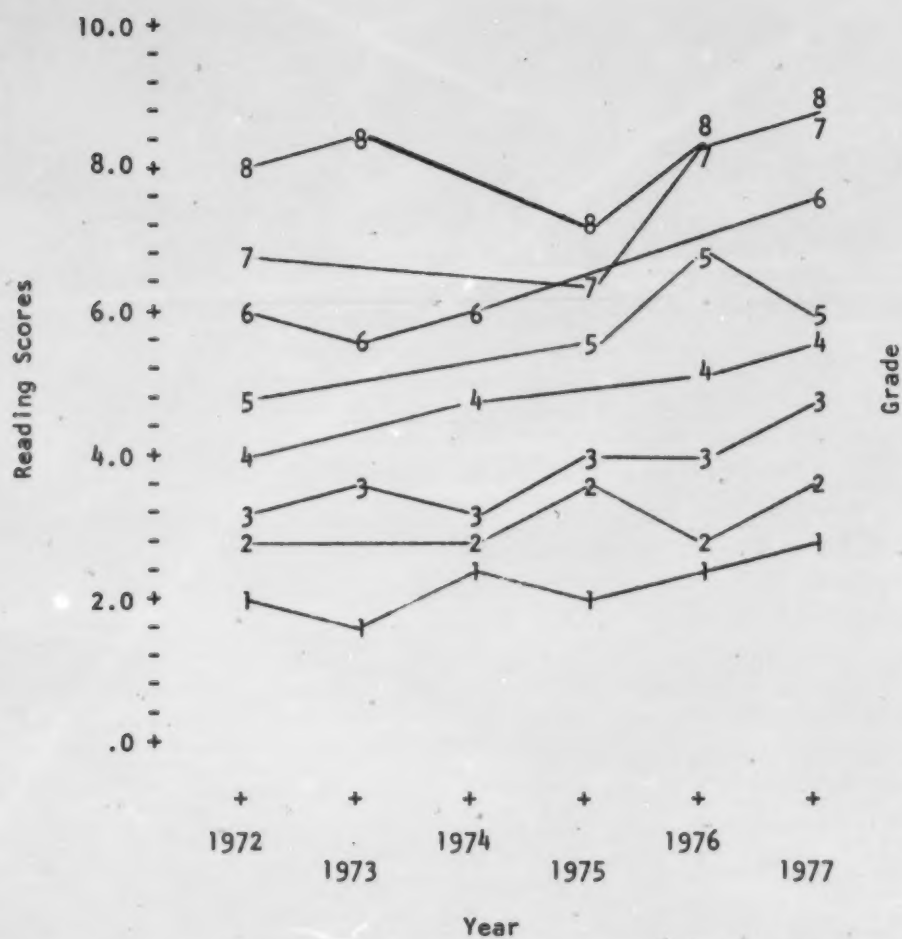
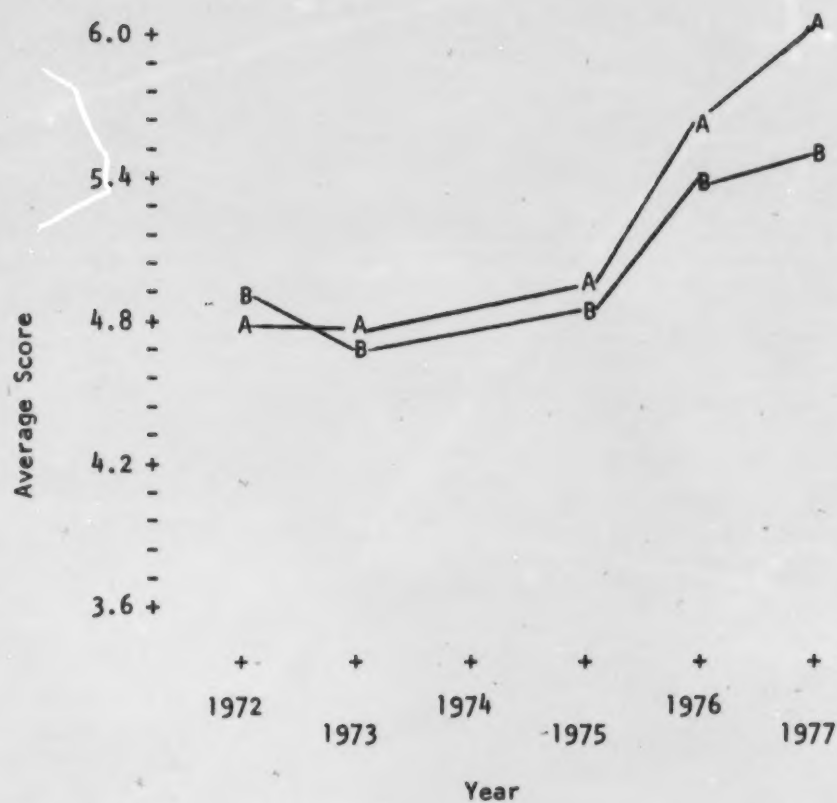


Figure 4

Average Reading Scores and Mathematics Scores
by Year, Across Grades



A = Reading Score

B = Math Score

2. The major increases occur between 1972 and 1977.
3. Increases are more evenly spread among grades for reading than for arithmetic.

Figure 5, Diagonal Reading Scores Starting in 1972 with Second Grade, is a graph which compares the average reading scores of the group longest in the program with the average reading score for other grades in the school. The group which in 1972 was in second grade through 1977 when they were in the seventh grade is compared to students' performance who were not in the project so long. This latter can be considered a hypothetical non-treatment group. The profile of the 1972 grades can be used as the grades to be expected from the second grade group as they progressed through school if no changes had been made by the U/R program, assuming that the students were comparable.

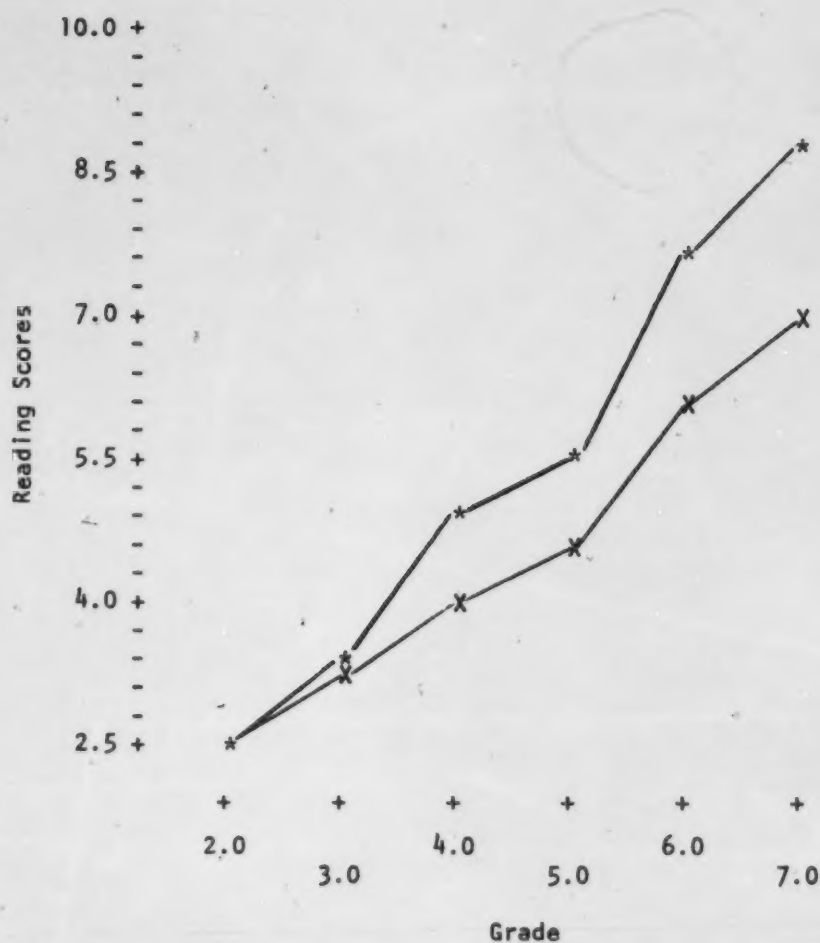
This figure is encouraging since it shows that the group longest in the program achieved higher grades and progressed with greater gains between years than did the 1972 comparison group.

Figure 6, Diagonal Arithmetic Scores Starting in 1972 with Second Grade, is a graph which compares the average arithmetic score of the group longest in the program as they progress from grade two in 1972 to grade seven in 1977, with the average arithmetic score for grades two through seven in 1972.

This graph is encouraging since it shows that the group longest in the program progressed through the grades attaining higher arithmetic achievement scores and at a higher rate of gain between grades than did the 1972 comparison group.

Figure 5

Diagonal Reading Scores Starting in 1972,
2nd Grade

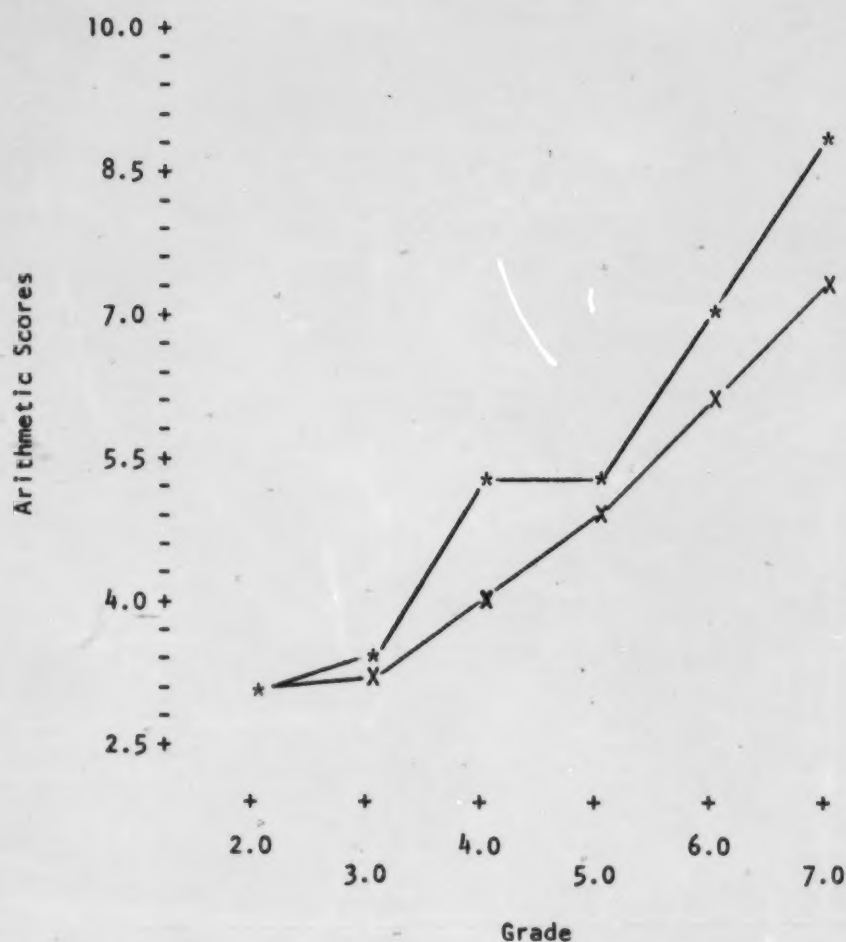


* = Average reading scores for the group of students who in 1972 were in second grade, in 1973 were in third grade, . . . and in 1977 were in seventh grade.

X = Average reading scores for grades two through seven in 1972. Use this line as a reference to compare the development through the grades of the above group who had the benefits of the new program.

Figure 6

Diagonal Arithmetic Scores Starting in 1972,
2nd Grade



* = Average arithmetic scores for the group of students who in 1972 were in second grade, in 1973 were in third grade, . . . and in 1977 were in seventh grade.

x = Average arithmetic scores for the grades two through seven in 1972. Use this line as a reference to compare the development through the grades of the above group who had the benefits of the new program.

Figure 7, Diagonal Reading Scores Starting in 1972 with Fourth Grade, is a graph which compares the average reading scores of a group of pupils who had been exposed to other procedures when they became involved in the U/R program with average reading scores for the grades four through eight in 1972.

This graph shows that there was an initial drop followed by a recovery and little average gains. Compared with Figures 4 and 5, Figure 6 suggests that perhaps the program was of more benefit to pupils not exposed to other procedures previously.

Figure 8, Diagonal Arithmetic Scores Starting in 1972 with Fourth Grade, is a graph which compares the average arithmetic scores of a group of pupils who had been exposed to other procedures when they became involved in the U/R program with the average reading scores for the grades four through eight in 1972.

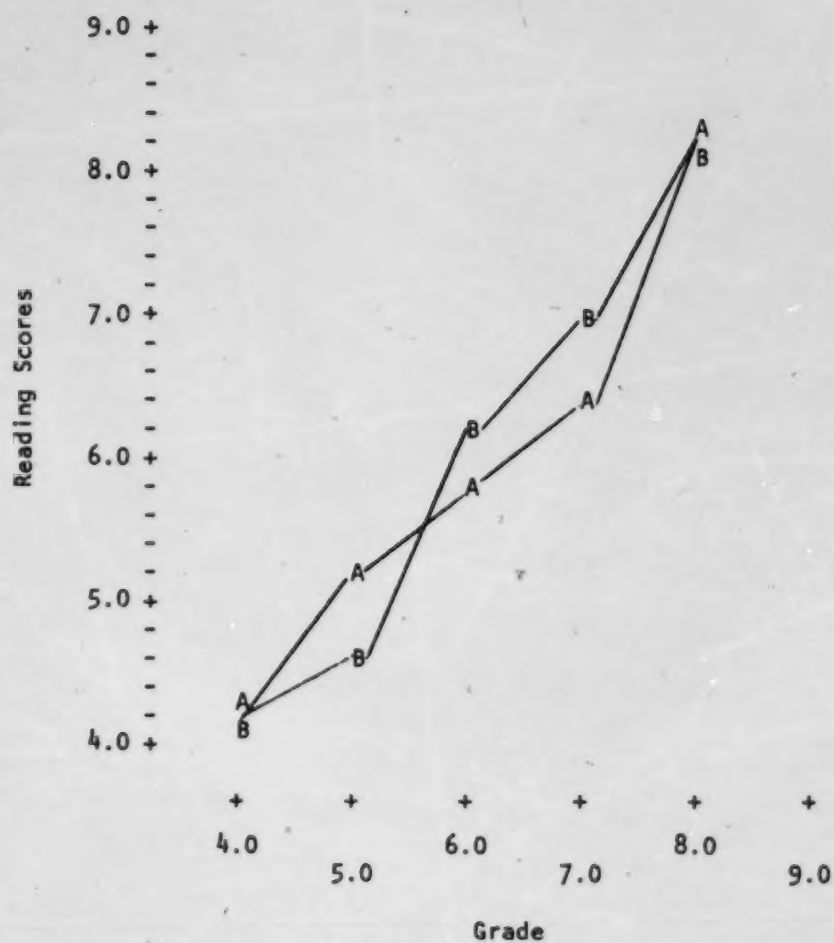
This group showed an initial drop below the 1972 comparison group, a drop from which it has only recently recovered. It is possible that by the fourth grade the students had become accustomed to certain procedures which were changed when the U/R program was started and this change caused sufficient disruption to them to retard their growth for a period of time.

Indian/Non-Indian Comparisons. "The Analysis of Student Achievement in Wisconsin Teacher Corps Schools" done by Teacher Corps indicates some conclusions regarding Indian and non-Indian pupil performance:

1. Indian pupils have substantially higher school absence rates for 1971-75 than the non-Indian pupils.
2. Performance in reading and math for Indian and non-Indian pupils are very similar and close to grade level. In math

Figure 7

Diagonal Reading Scores Starting in 1972
with 4th Grade

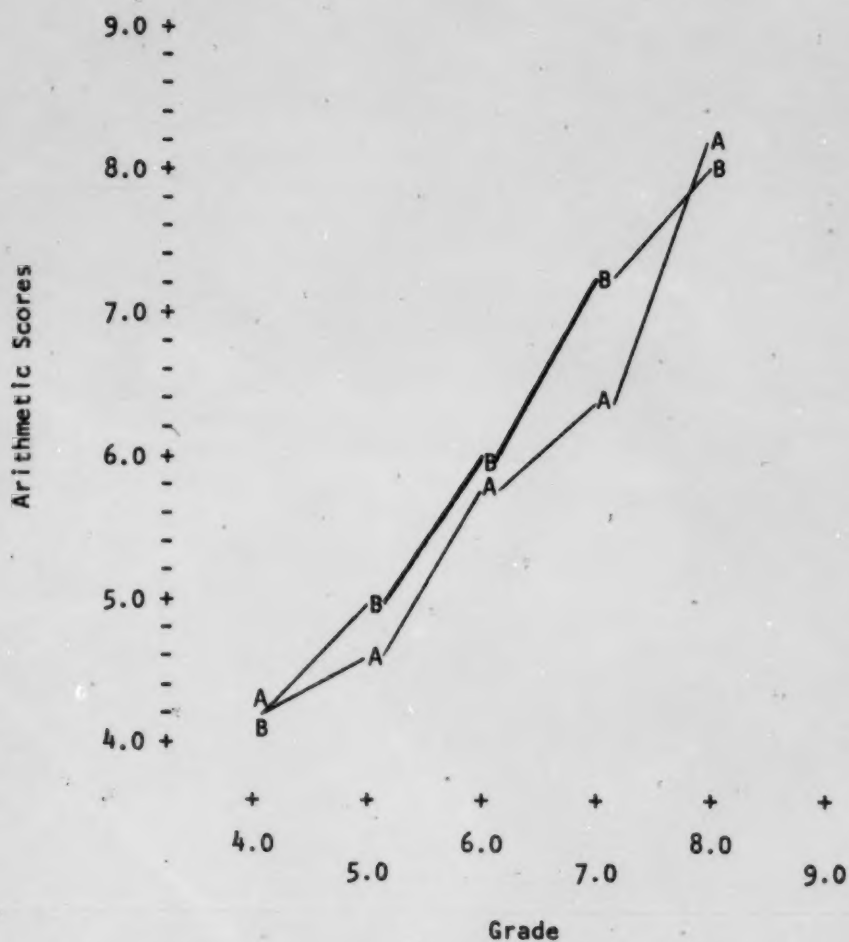


A = Average reading scores for the group of students who in 1972 were in fourth grade, in 1973 were in fifth grade, . . . in 1976 eighth grade.

B = Average reading scores for the grades four through eight in 1972.

Figure 8

Diagonal Arithmetic Scores Starting in 1972
with 4th Grade



A = Average arithmetic scores for the group of students who in 1972 were in fourth grade, in 1973 were in fifth grade, . . . In 1976 were in eighth grade.

B = Average arithmetic scores for grades four through eight in 1972.

skills, the Indian pupils tend to do somewhat better than the non-Indian pupils at grades 1-3 but by grade 7 the non-Indian pupils and the Indian pupils are about the same.

3. IQ scores for both groups are not significantly different.
4. At the junior high school level, grades 7 and 8, the Indian pupils tend to do about as well as the non-Indian pupils; however, at the middle school level the Indian pupils' scores in reading and math tend to fall behind the non-Indian pupil scores.
5. The non-Indian pupils, as a whole, tend to indicate better performance in reading, math, and attendance than do the Indian pupils.

Conclusions. Based on the evidence found in the records on pupil performance and discussed above, it is the judgment of the evaluators that the attainment for this goal is very good. It should be possible for a motivated student to be able to compete in most Wisconsin institutes of higher education and vocational schools. The U/R program seems to have influenced:

1. An increase of means of reading and mathematics score from year to year and from grade to grade.
2. The group of pupils who went from second grade in seventh grade during the U/R program tend to do better in reading and mathematics than a hypothetical group which was not influenced by the program.
3. A group of students who went from fourth grade to ninth grade during the U/R program do not tend to do better than the

hypothetical group which was not influenced by the U/R program. This group seems to show retardation and only at the upper level starts to catch up with the hypothetical, non-U/R program group.

4. Indian children are as intellectually capable as non-Indian children. They are, however, characterized by poorer attendance records and a fluctuating performance record as compared to the non-Indian pupils.

Recommendations

1. Pupil performance scores on the Stanford Achievement Test should be machine scored by the publishing company. Careful and permanent files should be kept of these scores.
2. Teachers should work in teams to develop criterion-referenced testing.
3. Indian children should be carefully tested with records kept on performance and attendance records.

U/R Goal 1 - Interaction

To improve the interrelationships between: (1) students, (2) teachers, (3) administrators, and (4) parents.

Description. The School/Community Council made an attempt to bring some interaction between the students, teachers, administrators, and parents. Interaction has both its formal and its non-formal aspects. In a formal way the School/Community Council put on a number of Forums and invited students, teachers, administrators, and parents to attend. The meetings were held away from the school, in public meeting places such as a

local restaurant. The forum on "discipline" drew a large attendance but one participant noticed that no members of the School Board were in attendance. The other forums on "handbook and school policy" and "parents speak out," were mildly successful. One of the participants in his evaluation of the "discipline" forum put his finger on the problem: the participants were not trained in the "grass-roots" activities which can make such a meeting a rewarding "interaction" rather than an uncontrolled complaint forum where a few people come to vent their private complaints.

Discussion. On an informal level, interaction takes place when two or more persons get together to talk about the Bayfield School and the U/R program. The senior citizens would compare the school as they knew it with what school was like when they were pupils. Of course, schools like all social institutions and individuals must change. The citizens must be advised of these changes as they occur so that they can see the need for the changes.

The businessmen can talk at breakfast or meetings about the schools' ability to train their children for the competitive world of business or college. These people must be advised of pupil performance on nationally normed tests.

In general, the weakness of the interaction procedures of the U/R program was: (1) lack of topics which would draw adults away from their home or work to attend a forum meeting, and (2) failure to provide adult development programs that would set the tone or prepare adults for "grass-roots" political and social interaction.

Conclusion. Based on the evidence found in the archival data and discussed above, it is the judgment of the evaluators that the attainment of this goal is fair.

Recommendations

1. The SCC should provide for adult development activities which encourage interaction.
2. Forums should deal with topics of general, social, political, and educational issues which can be applied to the Bayfield situation.

U/R Goal 2 - Communications

To improve the quality and quantity of communication between the school and the community.

Description. The Bayfield U/R program has contributed a large effort to communications and it has paid off for both the school and community. A list of communications activities follows:

1. Your School Communicator

A regular local newspaper for the community to relate school activities to the community at large.

2. Father's Day Breakfast

Fathers brought into the school for breakfast and school observations and activities.

3. Community Suppers In Downtown Restaurants

Discussion of all school problems.

4. Community Get-Togethers

Get acquainted activities for Indian and non-Indian community. More staff than community attended.

5. Party for Jane Nielson, University Consultant, University of Wisconsin, Milwaukee.

A well attended party by community and staff.

6. Open House for Learning Resource Center (LRC)

A means of acquainting community with LRC but was not well attended by community.

7. Channel 9 on the Air

Closed circuit TV programming from the school brought to the public. Tapes were made from national programs and rebroadcast for community and students. A series of school activities was prepared and broadcast to the community, but feedback from community was scarce. Students participated in channel operation and programming.

8. Indian Awareness Editions of Communicator

Indian culture, history, and events presented to the entire community. These were well received by the Indian community, not well received by the non-Indian community which believes the Indian awareness is for the Indian and not the non-Indian community.

9. "Indian Coordinator of the Year" Celebration

This affair was well attended by both the Indian and non-Indian communities.

10. Parent-Teacher Conferences

A successful attempt to bring parents and teachers together to discuss mutual concerns.

11. "Can a School Change?"

This is a movie prepared by Stanford University. Community, students, teachers, and parents are in the movie. This film is well done and deliberately leaves the question of the film unanswered.

12. Community Picnic and Party at Red Cliff

An attempt to bring both cultures together.

13. Workshops for Teachers

These were open to community, but not well attended by the community.

14. Pow-Wow for Indian Youth

Well attended by Indian community but the non-Indian community did not participate.

15. Indian Awareness Days at School

Attended by Indians, not attended by non-Indians.

16. Forums

Topics: Discipline, School Board Candidates, School Policy, Parents Speak Out.

17. Curriculum Information

A booklet of goals and activities within subject areas.

Discussion. This goal tends to stand out strongly as a major U/R goal. The U/R communications specialist used every resource and invention within her grasp to communicate the U/R and Bayfield School program to the community. Resistance to these efforts come from the community itself, especially the part of the non-Indian community not participating with the

Indian community. The Indian community is expected to be bicultural, but the non-Indian is expected to be monocultural.

Also, when federal funds were reduced for the U/R program, the administration reduced some of the most important communication functions such as the publication of the Communicator and the use of closed-circuit TV.

Conclusion. Based on the evidence found in the archival data and discussed above, it is the judgment of the evaluators that the attempt to attain this goal was excellent, the actual attainment of the goal was very good.

Recommendations

1. The school administration should realize the importance of positive communication between the school and community. As federal funds for communications are withdrawn, a small share of local resources should be contributed to this effort. A few inexpensive, useful communications activities should be maintained.
2. The community should contribute resources to this communications effort and cooperate less reluctantly, especially in bicultural activities.

U/R Goal 3 - Community Involvement

To increase community involvement in the school.

Description, Discussion, Conclusions. Community involvement is to be found in U/R 1, Interaction, and U/R 2, Communications. In reviewing these two goals, it can be seen that the U/R program made a noble attempt

to involve the community into the U/R program, but the community tended to resist this involvement, particularly on the bicultural and non-traditional school program levels. The community made little or no attempt to contribute to the success of the U/R program. The community waited for the U/R program to affect it, and then resisted the efforts of the SCC and the U/R program when action was taken.

On one hand, the U/R program can be accountable for the non-action and resistance of the community in that the U/R program provided very little resource for adult development and waited for the last year of the program to hire a community coordinator.

On the other hand, the community itself must be held accountable for its own actions. In a small community where the school is the largest employer, the community must be accountable for the school as an institution. The community as a whole seems to have turned its back to the school and sees it as a place where they have to send their children, but not as a place where they have any input.

Since the other goals tend to address themselves to the attempt of the U/R program to involve the community, this goal tends to address itself to the community and asks the community how well it responded to the school.

Based on the evidence found in the archival data and discussed above, it is the judgment of the evaluators that this goal, community involvement in the school, is poor.

Recommendations

1. A "grass-roots" community coordinator should be obtained to pull the community into the activities of the school.

2. The school should provide for adult development so that the community has self-motivation to become involved in the school.

U/R Goal 4 - Individualization

To make teachers responsive to individual achievement and cultural differences of students.

Description. There is some confusion in the Bayfield School and the national educational scene as to just what individualization is. If the education system defines "individualization" as a method of motivating children and students so that they will like school and will be happy there, then models such as the "open classroom" and "schools without walls" are appropriate. In observing the Bayfield School classroom and interviewing teachers and principals, these models were actually not in operation although teachers and principals did mention these models in their interviews because of their exposure to Glasser and the "schools without walls" concept. Only the biology teacher seemed to be able to operationalize these concepts.

Another interpretation of individualization is an instructional procedure and deals with such models as: (1) competency-based education, (2) diagnostic-prescriptive teaching, (3) individualized, self-instructional learning procedures, (4) criterion-referenced evaluation, and (5) Individually Guided Education. In observing the Bayfield School classrooms and interviewing teachers and principals, these models were not apparent. Classroom instruction was very traditional, usually directed at the whole group, conducted at the teacher's pace from traditional textbooks. Diagnostic-prescriptive teaching strategies were generally unknown

to teachers, most curriculum objectives were not measurable by criterion-referenced tests.

The only teachers who tended to use some of these procedures were the science teacher, the art teacher, the shop teacher, and the Indian Awareness teacher. Of course, there are times and places where individualization is not always appropriate such as in band or athletics where team effort and group participation is important. The band teacher and the physical education teachers did an excellent job in maintaining this balance between the honing of individual skills and cooperation and group participation.

A word about the Indian coordinator is important here. This staff member is doing a splendid job in individualizing both the bilingual and the bicultural awareness aspects of the Indian experience in the school. Once again, the non-Indian community is not willing to participate in the very rich intellectual experience that this teacher has to offer. Non-Indian parents would be well advised to insist that their children and students spend at least three hours per week during at least one school year with this excellent teacher and splendid human being in learning Chippewa language and culture.

Discussion. The concept of individualization as a motivational factor or an instructional factor is not clear to the Bayfield School teachers. For this reason teachers are unable to implement it in their classrooms. The teachers might even want to clarify in their own minds whether this U/R goal is actually a school-wide goal.

Conclusions. Based on the evidence found in the archival data and discussed above, it is the judgment of the evaluators that the overall

attainment of this goal for the majority of classroom teachers is poor. For the biology teacher, the art teacher, the shop teacher, the music and the physical education teacher, and the Indian Awareness teacher, attainment of this objective is very good.

Recommendations

1. Teachers should decide whether individualization is a goal for the school.
2. If individualization is a goal, try to get funding, possibly through Teacher Corps or Teacher Centers for another five years of staff-development in individualization.

U/R Goal 5 - Facilities

To improve the physical and educational environment.

Description and Discussion. The general description of the facilities of the Bayfield School is that of a solid, red brick schoolhouse built in 1895, with two wings attached to it over the years. The general environment of the school is neat and clean but small and crowded. The U/R contribution to the school is the Learning Resource Center and materials for some classrooms, particularly the biology room and the art and shop facilities. The U/R program indirectly supported the construction of the tennis courts.

The LRC is the direct outgrowth of the U/R program. It contains the following materials and spaces: (1) records, (2) vocational guidance materials, (3) professional books, (4) non-fiction reading for high school, (5) filmstrips and cassette tapes, (6) carrels and carpeted floor space, (7) tape and record players, (8) closed-circuit TV equipment, (9) newspapers, (10) reference sets, and (11) Indian research center.

The LRC was set up like a mini-version of a library for one of the small, outlying branches of the University of Wisconsin, rather than a high school resource center that is a pleasant and instructional place for children and students to be. Also, teachers have not the individualization techniques for using the LRC in its proper way. The LRC is also placed in the oldest section of the school building which eventually will have to be replaced by a new structure. At the time of the observation, the LRC was being used as a study hall rather than a learning resource center. Here is a case of a fine facility being misused because of lack of staff development in the goal of individualization which would include the proper use and development of the LRC.

Conclusions. Based on the evidence found in the archival data it is the judgment of the evaluators that the attainment of this goal for the LRC is good, for the total school facility is poor, and for classroom instructional facilities, fair. Most classrooms do not show a facilities benefit from the U/R program. The science, art, and shop teacher seem to have taken advantage of the U/R program. Sooner or later the local community and the Wisconsin Department of Instruction are going to have to determine how to replace or expand the general school facility.

U/R Goal 6 - Attitudes

To improve (1) student, (2) staff, and (3) parent attitude toward the school.

Description, Discussion, and Conclusion. Archival data did not pertain to this goal except in the 1975 survey conducted by the School/Community Council. The outcomes of that survey were very unclear so that it would be unfair and inappropriate to draw conclusions from the survey.

Considering the vast array of staff-development activities offered by the U/R program and the minimum amount of attitude statements by the staff concerning a specific activity, on the whole the method for assessing student, staff, and parent attitude toward the school and the U/R program that an evaluation of attitude change is almost impossible to determine from the archival data.

The goal of attitudes will be handled in the attitude questionnaire section of this report, Chapter III.

CHAPTER III

ANALYSIS OF ATTITUDE QUESTIONNAIRE, INTERVIEWS AND OBSERVATIONS

Attitude Questionnaire

Procedures

During the evaluators' on-site visit, a 77-item questionnaire was administered to 340 respondents. These respondents represented a cross-section of the various community groups who either had some involvement with the U/R program or received direct or indirect services as a result of it. Of the 340 respondents 206 were secondary students in the Bayfield School, virtually all the District students in grades 7-12. Eight other sub-groups were identified and their responses are analyzed. All the teachers completed the questionnaire, as did the school administrators, school aides, support staff, and members of the SCC. A random sample of 100 parents were identified and questionnaires were sent home with their children. The hope was that at least 50 parent questionnaires would be returned. Unfortunately only 20 were received by the evaluators. A random sample of 50 community residents who had no children in school was taken from the local telephone directory. Questionnaires were personally delivered to these people by members of the Evaluation Task Force and were picked up later by the same person. The evaluators received 40 responses from the group. While an effort was made to get responses from Board members, only one questionnaire of the five possible was so identified. The evaluators believe that one or two of the responses marked SCC by the respondent were actually completed by Board members who also serve on that body. Such cross-representation is possible in a few other cases

also; for example, students and administrators who serve on the SCC. All respondents also indicated their cultural background by marking whether they were Indian or non-Indian. It is possible, therefore, to discuss the data by these ten sub-groups and two cultural groups. No names were requested of anyone completing the questionnaire.

Description

The questionnaire was developed by Learning and Evaluation Associates. The instrument provided information regarding respondents' impression of the success of the 12 objectives set for the U/R program. Each objective was measured by a cluster of items, numbering from five to seven, randomly placed in the instrument. Respondents rated each item or statement regarding the program from one to five on the following verbal scale: 1 = strongly disagree, 2 = disagree, 3 = no opinion/don't know, 4 = agree, 5 = strongly agree. Each statement allowed room for an additional written response by the respondent and room was provided at the end of the instrument for any comments the respondents wished to make. The questionnaire was reviewed by the Evaluation Task Force prior to administration. This group, members of the SCC and therefore very familiar with the objectives and activities of the U/R program, was of universal agreement that the items in all cases concerned the program's objectives. The evaluators believe this agreement establishes the face and content validity of the instrument.

When using a questionnaire there is always some degree of error involved, that is, the data collected by the questionnaire may be somewhat different if it were collected on another day even though the people's opinions have not changed. This may be thought of as the consistency of

the results or the reliability of the instrument. The values for reliability can be between -1.0 and +1.0, the closer to +1.0 the less error involved. A questionnaire having a reliability of between .90 and +1.0 is said to have very good reliability. The reliability of the Bayfield U/R Development Project Evaluation Questionnaire was calculated to be .94, thus the instrument is very reliable.

Analyses

Collection of data on 77 items across 12 particular groups provides a vast array of data. In an effort to provide some systematic discussion of the questionnaire results, much of the data have to be simplified and condensed. The evaluators have attempted to take some rather global findings from the results and will report mostly upon grouped data. A listing of comments made by various groups as they completed the questionnaire appears in Appendix G.

Three general areas of concern are of most interest to the evaluators:

1. How did each of the 12 sub-groups rate the U/R program's performance on each of the 12 objectives?
2. Is there any correlation (direct or inverse relationship) between the achievement of any set of particular objectives? That is, are the findings regarding the attainment of one objective reflected in other objective attainment and can any relationship between the two be established?
3. What particular items on the questionnaire yield findings which may in some way support the grouped data findings or

provide illuminating insights into the effectiveness of the U/R program?

Accepted statistical procedures were conducted to approach these questions. A quick review of these procedures may be necessary for the reader.

Each cluster of items for each objective was tallied by the subgroups described earlier. Means (average scores) and standard deviations (the relative distances between large percentages of ratings given) were computed. These "raw" means and standard deviations were then "adjusted" by a simple mathematical procedure. Adjusted scores are necessary because the 12 objectives were measured with a different number of items. Unless these scores are adjusted to a common base, it would be meaningless to compare the mean scores of one objective with those of another. For example, a mean score of 24.8 achieved on seven items could not be meaningfully compared to a mean score 16.4 on five items. One would expect the latter to be lower due to fewer items. By dividing the average scores across respondents by the number of items on each objective, a score can be reported that has a common base with all other objectives. This procedure also reduces the numerous item averages to one average score for the cluster of items under analysis. Because comparisons across objectives can be made using adjusted means, the evaluators report the data in this way.

Standard deviations are somewhat complicated but provide useful information. A standard deviation gives an indication of how widely spread the majority of scores are on a cluster of items. If a mean score of 3.4 is reported, for example, it may be wise to know whether most

respondents gave the cluster a score of 3 or 4 (low variance of scores) or if the mathematical averaging "washed out" a large number of 1's and 5's resulting in a mid-score report (high variance of scores). If the standard deviation is relatively small the low variance situation has occurred. If the standard deviation reported is relatively high, there has been a wide variance in the scores reported. In other words, standard deviations are a check on mean score reports which help one determine whether the scores are widely scattered from one to five or are closely clustered around the mean score. Where appropriate, some interpretation of the standard deviation for particular means is provided.

Correlational data is provided also. There is a discussion of statistical correlation before that data is presented.

One last point remains before the data are discussed. The respondents rated each item on the five-point scale described earlier, using verbal descriptors. The evaluators assume that a rating of three is a mid-point on a continuum scale. If respondents checked that they had no opinion or did not know anything about the item, they were not reporting a high or a low score. In terms of objective attainment, the evaluators would look at such an indication that the respondents had no strong feelings, positive or negative, on the items. Thus the "3" column was a "no effect" indication. A marking of 3 on the questionnaire is so considered and in the data report a mean score of 3 or very close to it would carry that implication. Anything rating above a 3.0 is a positive score.

Discussion

Table 1 indicates that in most cases the mean scores for the objectives of the program are somewhat above 3.0. In three instances (this discussion will disregard the Board members' column because of a sample of only one respondent) the objective ratings fell below 3.0 and in one case a 4.1 was reported. The majority of scores was relatively close to a 3.0 but were on the positive side of the "no effect" rating. A review of both the mean scores and standard deviations must be considered in order to interpret the nature of responses.

A closer review of the scores show several scores that indicate relatively strong positive attitudes. Viewing the table horizontally, USOE objective 2 received nine sub-group means that were closer to a 4.0 than to a 3.0. One score in fact exceeds 4.0. These scores show a definite positive trend in the thinking of all but one or two of the sub-groups. USOE objective 5 lists six scores that also tend toward the positive end of the opinion continuum. The evaluators would interpret scores ranging from 3.0 to 3.4 as at least mildly positive. Meanwhile, U/R objective 6 lists two scores which are below the mid-score. The evaluators would interpret scores from 2.5 to 2.9 as at least "mildly" negative.

Viewing the table vertically, one finds that the administrators (with a very small number of respondents) consistently gave the U/R program higher marks than the other sub-groups. Only U/R objectives 5 and 6 received a mildly positive response from the group. Interestingly enough, the scores of these two even exceeded those positive scores given by the SCC, a group naturally expected to rate the project high. Junior high students were more positive in their responses than their senior high

Table 1

Adjusted Means and Standard Deviations for All Objectives and All Sub-Groups (N=340)

Objective	Jr. High Students N=84	Sr. High Students N=122	Teacher/ Counselor N=28	Adminis- trators N=2	School Aide N=8	SCC N=21	Support Staff N=14	Parents N=20	Community N=40	Board Member N=1	Indian N=109	Non- Indian N=231
USOE 1: Staff Development 7 Items	3.5 .60	3.2 .60	3.6 .46	3.8 .30	3.4 .30	3.4 .69	3.2 .60	3.4 .49	3.2 .31	3.1 --	3.2 .61	3.5 1.4
USOE 2: Decision- Making - School/ Community 5 Items	3.7 .61	3.5 .54	3.8 .40	4.1 .42	3.8 .38	3.7 .61	3.7 .40	3.2 .54	3.4 .37	3.8 --	3.5 .53	3.6 1.3
USOE 3: Needs Assessment - School/Community 6 Items	3.2 .47	3.1 .49	3.5 .55	3.8 0	3.6 .41	3.5 .60	3.4 .47	3.4 .43	3.2 .44	3.2 --	3.2 .49	3.3 1.3
USOE 4: Account- ability - Administration 6 Items	3.3 .58	3.1 .55	3.7 .38	3.6 .47	3.5 .33	3.6 .75	3.2 .77	3.1 .44	3.0 .45	2.7 --	3.2 .60	3.2 1.4
USOE 5: Account- ability - School/ Community 6 Items	3.7 .66	3.2 .66	3.6 .46	3.8 .12	3.4 .57	3.7 .60	3.5 .68	3.3 .58	3.2 .40	3.2 --	3.4 .68	3.5 1.5
USOE 6: Pupil Performance 7 Items	3.4 .61	3.1 .65	3.6 .52	3.9 .41	3.4 .33	3.5 .72	3.3 .61	3.4 .47	3.1 .48	2.0 --	3.2 .66	3.4 1.6
U/R 1: Interaction 7 Items	3.3 .42	3.2 .41	3.7 .44	3.9 .20	3.6 .37	3.6 .68	3.2 .51	3.1 .40	3.1 .43	2.5 --	3.3 .45	3.3 1.3
U/R 2: Communications 7 Items	3.3 .50	3.0 .46	3.3 .53	3.9 .30	3.4 .44	3.5 .61	3.3 .45	3.2 .26	3.0 .31	2.4 --	3.1 .47	3.2 1.3

Table 1 (continued)

Objective	Jr. High Students N=84	Sr. High Students N=122	Teacher/ Counselor N=28	Adminis- trators N=2	School Aide N=8	SCC N=21	Support Staff N=14	Parents N=20	Community N=40	Board Member N=1	Indian N=109	Non- Indian N=231
U/R 3: Community Involvement 7 Items	3.2 .43	3.0 .42	3.3 .43	3.7 .81	3.3 .49	3.5 .63	3.1 .56	3.0 .56	3.0 .49	1.6 --	3.1 .48	3.1 1.3
U/R 4: Individualization 6 Items	3.3 .45	3.2 .47	3.3 .42	3.5 .24	3.6 .26	3.5 .45	3.3 .47	3.2 .36	3.2 .38	2.7 --	3.2 .45	3.3 1.1
U/R 5: Facilities 5 Items	3.3 .50	3.2 .53	3.4 .61	3.3 .99	3.5 .43	3.5 .68	3.4 .63	3.1 .61	2.8 .70	2.4 --	3.2 .56	3.2 1.3
U/R 6: Attitude to School 8 Items	2.4 .58	3.1 .60	3.2 .59	3.3 .97	3.3 .45	3.5 .75	3.1 .64	2.9 .64	2.9 .52	1.0 --	3.1 .60	3.2 1.8

Note: Top number in each box, the Mean Score.
Bottom number is the Standard Deviation.

counterparts. The parent and non-parent communities were similar in their responses. One may have expected parents, obvious benefactors of any school program, to be somewhat more opinionated, perhaps positively. Teachers seemed to be slightly more positive in their responses than support staff, but similar to aides.

Although it is impossible to discuss all of the particular cells individually, one of the teachers' responses bears mention. Despite the intensive time, effort, and money that the U/R program spent on staff development, USOE objective 1, teacher responses to it were only mildly positive. One might have expected that cell to exceed 4.0, given that the teachers were the immediate recipients of most of the staff development inputs of the project. In fact, their scores were not so positive as those of either administrators or the junior high students.

A look at the standard deviation is helpful in understanding this data. The concern one may have as to whether these scores which cluster about 3.0 are the effect of "mild" interest or whether they are "mathematical wash-outs" caused by averaging can be considered with these data. Remembering the earlier discussion of standard deviations one may apply a useful rule of thumb for Table 1: Any standard deviation above .46 may be considered high. If the deviation is high, it means that many respondents recorded scores on the entire continuum from one to five. This situation could be interpreted to mean that the responses to the objective included a significant number of extreme comments, at both ends of the opinion continuum. While they averaged out to the reported mean score, strong feelings were being reported. This is the "wash-out" situation. Conversely, if the standard deviations are below .46 the indication is that a significant number of responses were of "mild" opinion.

Using the rule of thumb, one may view the mean results with regard to strong or mild opinions. Of the 144 cells 48 report low standard deviations. For example, school aides tended to be "mildly" positive about USOE objective 1. Both the score and the standard deviation indicate that most of these people listed either 3 or 4 on the questionnaire. The non-parent community had a very similar type of response. The remaining cells report standard deviations which indicate varying degrees of reaction to the objective attainment. The two administrators differ greatly in regard to the attainment of U/R objective 6. As a group, the non-parent community is mildly negative regarding the attainment of U/R objective 5, but the scores were widely variant. Both the SCC and the support staff were scattered across the opinion continuum regarding USOE objective 4. As might be expected, the total group of non-Indians consistently recorded the widest variance of scores. In all cases, the standard deviations exceed 1.0 which would indicate a wide diversity of opinion. Meanwhile the table shows that the Indians, as a total group, were somewhat more consistent in their ratings.

Conclusions

Only two general conclusions of the U/R program's effects will be made in this section. The rest will appear in connection with the other data under analysis.

1. On the whole, the respondents generally report positive attitudes regarding the attainment of the objectives of the program. However, the degree of positive thinking is clearly not very high. Table 1 reports average scores for various sub-groups.

These averages, for the most part, hang relatively close to a mid-point on a negative-to-positive continuum. Any claims of success of the program have to be tempered by the rather mild report of positive attitudes of most sub-groups involved in the program.

3. A point regarding USOE objective 6, pupil performance, is necessary. An educational program must have as one of its ultimate goals improved student performance. The respondents' opinions of the program's effectiveness in this area are also only mildly positive. Not surprisingly, both teachers and administrators believe the program has had a definite effect. They ought to be in positions to know. Pupils, however, ought to have definite opinions also and their rankings are not so positive, especially at the senior high level. These findings are supported in what may be a parallel area, U/R objective 4, individualization of instruction. One might have hoped that scores in both these areas were more clearly positive.

Table 2 presents an item analysis for all respondents on the questionnaire. The sub-groups used in Table 1 have not been identified because of the huge amount of data that would need to be presented. Again, the means and standard deviations have been adjusted to allow for item-to-item comparison. The same rule of interpreting the mean score applies. Scores can be interpreted as more or less positive based on their distance from 3.0. Because of the increased sample size in this data analysis, a higher

Table 2

Adjusted Mean Scores and Standard Deviations for
Total Respondents on the Questionnaire
N=340

	Mean Score	Standard Deviation
1. The Bayfield school program was changed as a result of what the U/R Program determined as major needs.	3.4	.77
2. The learning center has improved the quality of education in Bayfield.	3.6	.95
3. Courses in the Chippewa language should be taught in Bayfield.	3.1	1.2
4. I believe that the administrators in Bayfield are serious about their work.	3.8	.98
5. I believe that the teachers in Bayfield are serious about their teaching.	3.6	1.0
6. Adequate time and money have been spent by the U/R Program on training activities for teachers and staff.	3.5	.85
7. Decision-making skills are taught as a part of the Bayfield school curriculum.	3.3	.93
8. The relationship between teachers and administrators in Bayfield is a good one.	3.6	1.0
9. There are enough teacher aides and parent helpers in the school.	3.6	1.1
10. The Bayfield school adequately prepares students for either college or the job market depending upon their career goals.	2.9	1.2
11. The school district's methods of communicating school events to the public are effective.	3.3	1.1
12. The decision-making ability of the SCC is adequate in making needed changes in the Bayfield school.	3.1	.84

Table 2 (continued)

	Mean Score	Standard Deviation
13. I believe that the U/R Program has helped draw our community together.	3.0	.99
14. Community residents feel comfortable in contacting school personnel in regard to school-related matters.	3.2	.92
15. I am knowledgeable of what is being taught in the Bayfield school.	3.8	.93
16. Courses in Chippewa language and culture have helped students develop multicultural understanding.	2.9	1.1
17. In-service training for teachers is important enough that school time, such as early dismissal, should be spent on it.	3.6	1.2
18. The grading system of the Bayfield school helps parents understand and discuss school performance with a child.	3.5	1.0
19. The U/R Program has resulted in a variety of community education activities for students in the Bayfield school.	3.4	.90
20. Administrators and the school board are concerned that Bayfield students receive a quality education.	3.7	1.1
21. Professional development activities for teachers should occur in the Bayfield school rather than at colleges or universities away from Bayfield.	3.3	1.1
22. Teachers have adequate input in establishing school policy.	3.2	.97
23. Teachers encourage students with similar interests and abilities to work together.	3.3	1.1
24. The school curriculum includes cultural experiences from several ethnic and social segments of our community.	3.0	.94

Table 2 (continued)

	Mean Score	Standard Deviation
25. On the whole, the Bayfield community believes that the education provided here is worth the money.	3.0	1.1
26. The Bayfield school athletic facilities are adequate.	3.7	1.2
27. The Bayfield school has a pleasant atmosphere and students enjoy being there.	3.4	1.3
28. Community organizations often cooperate with the school district on projects of common interest.	3.3	.80
29. On the whole, pupils in the Bayfield school are well disciplined and do not damage school property.	2.5	1.3
30. The school support staff (secretaries, custodians, cafeteria workers, bus drivers, etc.) present a positive image of the school.	3.5	1.0
31. The U/R Program has devoted adequate time and money to improving the decision-making process involving the school and the community.	3.3	.82
32. I believe that most people of our community are interested in improving the school program.	3.7	.98
33. Overall, I believe that the school facilities are adequate.	3.4	1.1
34. I know most of the administrators and teachers in the Bayfield school by sight and name.	4.2	.93
35. The SCC has been an effective organization for obtaining community input for the Bayfield school.	3.2	.84
36. The U/R Program training for the Bayfield school administrators has helped them to operate our school effectively.	3.3	.79

Table 2 (continued)

	Mean Score	Standard Deviation
37. Community input in school-related matters is taken seriously by the school staff.	3.2	1.0
38. The U/R Program has taught us how to gather information for determining the needs of the Bayfield school.	3.3	.88
39. Students in the Bayfield school are counseled in their planning of future careers.	3.1	1.3
40. The relationship between Bayfield teachers and students is a good one.	3.4	1.2
41. The amount of money spent on our school facilities is justified.	3.4	1.1
42. The school industrial arts and other career-oriented facilities are adequate.	3.2	1.1
43. Generally, Bayfield students set goals for themselves which are appropriate to their individual abilities and interests.	3.4	.98
44. Generally, Bayfield teachers diagnose the individual needs and abilities of students and teach to meet those needs.	3.0	.99
45. The school administration supports individualization of instruction.	3.2	.89
46. In Bayfield students of different ethnic backgrounds often socialize together.	3.4	1.1
47. The quality of the Bayfield school is a good reason why people choose to live here.	2.7	1.1
48. The U/R Program has resulted in a wide range of curriculum choices for students.	3.3	.92
49. The SCC has representation from the variety of interest groups within the school and the community.	3.3	.87

Table 2 (continued)

	Mean Score	Standard Deviation
50. Bayfield teachers make themselves available to discuss school related matters with parents and students.	3.5	1.1
51. Students are treated differently in the Bayfield school depending upon their ethnic or cultural backgrounds.	3.2	1.4
52. Bayfield business people hire Bayfield graduates, regardless of cultural background.	3.2	.98
53. The administrative procedures for the Bayfield school are effective in achieving educational goals.	3.3	.79
54. Enough emphasis is placed on the basic skills of reading, writing, and arithmetic in the Bayfield school.	3.2	1.2
55. On the whole, students in Bayfield receive a quality education.	3.4	1.1
56. In-service activities for Bayfield teachers and staff have resulted in improved school/community relations.	3.2	.78
57. Parents and community people ought to help design the school curriculum.	3.5	1.1
58. Community people and parents have adequate input in establishing school policy.	3.1	.91
59. Parents and community people have been involved in determining the important needs of the Bayfield school.	3.2	.91
60. The Bayfield school offers a wide variety of academic and career preparation courses.	2.9	1.1
61. I believe that the U/R Program funds spent on education in Bayfield have been well used.	3.2	1.1
62. I believe that most people in Bayfield respect our school teachers.	3.1	1.1

Table 2 (continued)

	Mean Score	Standard Deviation
63. Since the U/R Program has been in operation, most of the Bayfield community people have voted for school board members at the local elections.	3.1	.91
64. I have a high interest in our school system.	3.5	1.3
65. In-service training activities for teachers and staff, provided by the U/R Program, have been designed to meet the major needs of the students of Bayfield.	3.3	.82
66. Generally, students in Bayfield are taught at their individual levels of ability in reading, writing, and arithmetic.	3.4	1.2
67. The Bayfield school administrators and board members work cooperatively with personnel of the U/R Program and the SCC.	3.3	.77
68. The training and in-service activities provided by the U/R Program have been worth the money spent on them.	3.6	.96
69. There are more administrators in the Bayfield school system than are actually needed.	2.6	1.0
70. Some community groups exert pressure on the Bayfield school.	3.3	.92
71. Since the U/R Program has been in operation, many Bayfield community people have provided a service, such as labor, athletic help, classroom aid, that has improved the Bayfield school.	3.3	.87
72. People know who is in charge of various aspects of the Bayfield school.	3.3	.99
73. The relationship between the community and the Bayfield school is a good one.	3.2	1.0

Table 2 (continued)

	Mean Score	Standard Deviation
74. Most of the community know the procedures used by the U/R Program to determine the critical needs of the Bayfield school.	2.7	.85
75. Teachers need training in how to become involved in community activities.	3.1	1.1
76. The number of meetings held in which school-related matters are discussed is adequate.	3.2	.89
77. Students have adequate input in establishing school policy.	3.0	1.1

standard deviation demonstrates a wide variance of responses. For Table 2 a standard deviation in excess of .90 would show wide response ranges.

Only a few of the 77 items will be discussed. Most of the discussion will relate the item findings to the objective cluster of which it was a part.

As might be expected from the discussion of Table 1, the majority of individual items received mean scores that are close to 3.0, being generally on the slightly positive side. Twelve of the items received scores that are significantly different from this trend to bear special mention. Five of these are interesting because of their strongly positive responses. The respondents feel strongly that administrators in Bayfield are serious about their work (item 4). While the variance of scores was rather high (.98) the mean score was still a solid 3.8. This relatively strong positive opinion of the school administrator is collaborated by two other items, both of which received supportive scores. Item 34 asked if the respondents knew the administrators (and teachers) in Bayfield by sight and name. A 4.2 was the mean score. This is the single highest mean score in the survey. It would indicate that the school administrators are known and generally viewed positively. These two items are also supported by the findings for item 69. When asked if Bayfield had too many administrators, the mean score showed a negative response, a score of only 2.6. This indicates that the respondents are supportive of the administrators and the services they render. These findings provide insight into the administrators' impact on the U/R program's objectives of administrators' accountability and open communication. Respondents also indicated that they are knowledgeable of what is taught in the Bayfield school. Item 15 received a

mean score of 3.8. Apparently some important information regarding the curriculum has been shared with the various sub-groups reporting on this questionnaire. This finding is somewhat supported by the findings of item 32. A mean score of 3.7 indicates that the respondents in general believe the community is interested in improving the school program. It appears that channels of communication have been provided and that the community is interested in what happens "on the hill." A positive mean response of 3.6 was recorded in item 68 regarding the worth of the training and in-service activities provided by the U/R program. This item of course relates to U/R Objective 1 and indicates that the general feeling is one of a moderately strong positive nature. This score is somewhat tempered by a high variance, meaning that there is a sizable group of respondents at the negative end of the opinion continuum. However, the variance does not exceed 1.0 as it does on several items and in relation to them shows a mostly positive clustering of responses.

There were several items on the questionnaire which received negative mean scores. The respondents were slightly negative in their opinions of whether or not the Bayfield school adequately prepares students for the job market or college (item 10). The mean score is 2.9, very close to the mid-point. The variance of responses is wide. Almost identical findings are reported for item 16, regarding the multi-cultural understanding provided by courses in Chippewa language and culture. This latter finding relates to the program objective of increased interaction among various community groups and erodes the already mild positive finding of the entire cluster of items for that objective (refer to Table 1). The respondents are also mildly negative in their responses to item 47 regarding the impact

of the schools on people wanting to live in Bayfield. The mean score is 2.7 with a wide spread of scores. These data would make it appear that the school is not a strong determining factor in the selection of Bayfield for residence. It seems odd, given the community interest in school reported earlier and the fact that the community is so small that the school must be of significant visibility. Perhaps the keys are the terms "improving" in item 32 and "quality" in item 47. Perhaps the community is interested in improving a school situation which is viewed overall as only slightly positive. This line of thought would be supported by the responses to item 60, regarding the variety of courses offered by the school. The mean score is 2.9, but again with a wide spread of opinions. Taken together, these three responses provide an illuminating insight into the community's general view of the quality of the school program.

The lowest mean score on the questionnaire came in item 29, regarding student discipline. While the variance of scores was high, the mean score of 2.5 indicates that most respondents believe that the discipline problem does exist. This requires little discussion. The finding is supported, indeed very strongly, by interview data which are later discussed. Students, more than any other sub-group, reported in interviews (and thus questionnaire items) that there was a discipline problem in the school.

One last item response bears mention even though the responses are mild enough to avoid discussion. Item 39 sought to determine the amount and quality of counseling available to students. The mean score is 3.1, the variance high. The score is, therefore, a mathematical average of wide scores. However, this item received more negative written comments than any other item on the survey. Those who were negative regarding the

counseling program were very negative. Those who were positive, said nothing; not one positive comment regarding the counseling component was written on the survey. For more information regarding this finding, this is referred to in the comments listing in Appendix G.

Correlational Data From Questionnaire

Description

The evaluators used one other procedure to analyze the data obtained from the questionnaire. The study of the means and standard deviations provided information regarding respondents' opinions on the various program objectives. Through the use of a correlation matrix, one may determine if there exists some relationships among these various opinions. It is insightful to know if the respondents' opinions to one set of items had some relationship to how they responded to another set of items. This kind of analysis provides an indication of the interrelationships among the responses regarding the attainment of the program objectives.

A brief description of the concept of statistical correlation may be necessary. Correlational analysis is a procedure which is useful in determining if any relationship exists between two sets of data, labeled A and B. This relationship might be direct: the larger A is the larger B is. The relationship between A and B might be inverse. For example, the larger A is, the smaller B is. The first relationship of A to B may be called positive; the second negative. A third possibility is that there is no relationship between A and B at all. The indication of whether or not there is a relationship, and whether or not it is positive or negative is

called a correlation coefficient. A correlation coefficient is a number ranging between -1.0 and +1.0. A value close to -1.0 is interpreted as a strong inverse or negative relationship. A value close to +1.0 is interpreted as a direct or positive relationship. A value close to zero indicates no relationship between the two sets of data. It is important to note that correlation coefficients do not indicate causation. Regardless of the size of the correlation coefficient it cannot be said that A caused B or that B caused A. It is only known that a relationship of given size exists.

The following general interpretation is made of the coefficients found in Table 3. A coefficient between zero and .50 is considered to be an indication of very small positive correlation. Such coefficients would mean that there is little or no relationship between the scores of the two objectives. Coefficients from .51 to 1.0 will be considered somewhat stronger positive correlations, with the larger numbers being the stronger indications of correlation. No negative coefficients appear.

An example of the use of the correlation matrix found in Table 3 may be useful. The first cell of the matrix reports a number of .47, the correlation determined between U/R 1 and U/R 2. Analysis of the responses to the questionnaire items for these two objectives (Interaction and communications) show a number that is relatively close to zero. The evaluators would conclude that there is no real relationship between the responses made regarding the attainment of these two objectives. People who felt strongly, positively or negatively, about one objective did not necessarily feel that way about the other objectives.

Table 3

Correlation Matrix for Program Objectives Taken From Total Group Responses on Questionnaire

Descriptor		U/R Objectives						USOE Objectives					
		1	2	3	4	5	6	1	2	3	4	5	6
Interaction - U/R 1	1												
Communications - U/R 2	2	.47											
Community Involvement - U/R 3	3	.50	.52										
Individualization - U/R 4	4	.52	.47	.48									
Facilities - U/R 5	5	.52	.51	.53	.53								
Attitudes - U/R 6	6	.60	.51	.59	.52	.60							
Staff Development - USOE 1	1	.37	.35	.39	.50	.38	.51						
Decision-Making/Community - USOE 2	2	.48	.50	.50	.54	.51	.59	.50					
Needs Assessment - School/ Community - USOE 3	3	.48	.43	.49	.55	.49	.59	.49	.58				
Accountability/Administration - USOE 4	4	.52	.48	.53	.51	.52	.62	.42	.57	.53			
Accountability/School Community - USOE 5	5	.50	.42	.53	.52	.50	.68	.53	.57	.60	.56		
Pupil Performance - USOE 6	6	.58	.50	.51	.66	.59	.66	.48	.63	.66	.60	.64	

Discussion

None of the correlations listed in Table 3 is particularly high. Generally, a correlation of .70 or higher is considered a strong relationship. Coefficients which range from .51 to .69, as do most in this report, show a moderate or mild relationship. Of the 66 coefficients calculated 21 are below .50 indicating a very small correlation. These cells demonstrate that there is practically no relationship between the respondents' opinions regarding the attainment of the two objectives being analyzed.

An interesting finding in regard to those cells which demonstrate little correlation can be seen in the row of USOE 1, staff development. As a group, viewed along both axes of the matrix, these coefficients were the lowest calculated for any objective. Given the amount of input toward the attainment of this objective, one might have expected the responses to it to bear some strong relation to other objectives. It did not.

The correlation matrix reveals that there are some direct relationships between the responses of those questioned among several of the objective areas. Most obvious are the correlations reported for USOE 6, pupil performance. When correlated to the other 11 objectives, the scores given this one show a direct relationship with all but two other objectives. There seems to be no relationship between responses made regarding U/R 2 and USOE 6 nor between USOE 1 and USOE 6. However, in all other instances, a direct relationship is reported. This means that the more positively the responses were regarding pupil performance, the more positive they were for nine other objectives. Similarly, the more negatively the responses were regarding pupil performance, the more negatively they were regarding the nine other objectives. It is interesting to note that of all the

correlations listed, USOE 6, a very important one to the program, so regularly is related, and with higher correlation, to the other objectives. The evaluators would conclude that the respondents were consistent in their responses as to the pupil performance aspect of the program. Their responses to it were related to how effectively they felt the program had achieved its other goals.

Both USOE 4 (accountability - administration) and 5 (accountability - school/curriculum) report correlations with other objectives which are .60 or above. As with pupil performance data, these data can be viewed as indications that there is some direct relationship between these objectives and those with which they share positive correlations. While this is true, it must be noted again that while considered positive, the correlations are not very strong. It may be concluded, however, that these correlations show that the respondents were relatively consistent in how they felt about accountability of the program. Those who believed the program was accountable tended to rate the attainment of the other objectives higher. Those who believed the program was not accountable tended to rate the other objectives lower also.

Conclusion

The correlation matrix does not reveal any negative correlations. A few showed mild positive relationships, but none were really strong, that is, with a coefficient exceeding .70. The evaluators would conclude that only a few opinions of respondents share any relationship with each other. The three most significant ones have been mentioned. For the most part, however, the respondents viewed the objectives independently. Such a finding would indicate that the feelings of the program's overall effects were

widely scattered. While a respondent believed one objective might have been met, the scores given it had little relation to those given other objectives. An important exception to this general finding is in the area of pupil performance. This is also true, but to a lesser degree, of the two objectives involving accountability. In these areas, the findings were more consistent and related to the general effect the respondents believed the program has had.

Interviews

Description

The evaluators spoke personally to as many people as on-site time provided. A general interview form was prepared which listed 13 general questions each of which applied in some way to several of the objectives of the U/R program. Not all questions were asked of each interviewee, however, in all cases some reactions of the respondents was recorded in a majority of areas questioned. The actual questions are listed in Appendix H.

The interviews spanned the entire five-day period the evaluators spent on-site. A schedule was prepared for the evaluators by the U/R staff and the persons interviewed represented most of the same total community composition as those sampled by the questionnaire. The majority of the interviews were one-to-one in nature, consisting of a single interview and a single interviewee. In several instances, however, three or four people were interviewed together, strictly a matter of convenience and time. Twenty-five interview sheets were completed by this process. A review of

these records shows that the categories of people involved can be tallied as follows:

15	Students (grades 7-12)
11	School Staff (teachers, administrators, psychologists)
7	Members of the Task Force for Evaluation (from the SCC)
6	Parents
7	Members of the SCC
<u>1</u>	Board Member
47	Total

In addition to this organized method of acquiring interview information, the evaluators took every opportunity to discuss the U/R program with community people whom they met as they lived in Bayfield for a five-day period. Several businessmen, shop proprietors, a current board member, a former board member, parents, and others provided informal interview data in this way. These unofficial interviews supplied information from at least ten more community members. While no formal data for this type of interview is tallied or set on paper, the information so gathered is also part of the following discussion.

Discussion

If the 15 students shared anything in common regarding the U/R program, it was their lack of understanding of what the program was. Only two referred to it as "something to train teachers" or to show them "the learning processes of students." However, most reported that they knew the team manager by name but did not really know why he was in Bayfield. Several reported that they had heard the term U/R program but knew little about it. As a group, students were friendly and relatively positive about the school milieu. Several reported that discipline has become a problem and that the students in the school are rather cliquish. They confirmed that cliques

were comprised of "just Indians" and "non-Indians." Indian/non-Indian relations did not seem to be strained, however, and whatever tensions exist between the two groups did not emerge very clearly. It was the evaluators' impression that this feeling is widely observed in Bayfield. Obvious tensions are subliminal but there are subtle expressions of separation. If this was the general mood of the community before the U/R program (and interviewees reported that it has been thus for years) the U/R program apparently has done little to ameliorate the situation.

Students also reported that the school generally represented their values and interests, although a few indicated more athletic facilities would be valuable. When asked if the Learning Resource Center, a facility developed with the assistance of the U/R program, was well used, the answers were largely negative. While the facility exists, it is used mostly for study halls, not instruction or research. Students were unsure whether or not the school was adequately preparing them for their futures, but all indicated a strong hope that it was. Generally, it can be reported that students felt that their teachers were friendly and interested in them. One student felt, however, that students did not have a large say in school matters and felt that student input, both in terms of representation and attendance on the SCC, was lacking.

Parent responses to the interviewers' questions ran the total range of acceptance of the U/R program. Most of those interviewed were positive about the program, even as they mentioned that the benefits derived from it were only moderate. "It has been valuable" was said several times. It supplied needed materials, training and a desperately needed LRC. Most indicated that their children were getting what they were sent to school

to get. A few reported the successes of their children in college. Five parents felt that the program had increased the home-school communication. Several reported that they believe the staff, especially the elementary teachers, is a competent group which provides some innovative instruction.

The small problems reported by those who were mostly positive included the use of the LRC, the always controversial subject of teachers' salaries, the effectiveness of such a huge sum of money in the five-year span of the U/R program and a concern with the lengthy travel of some of the teachers as part of their training.

Three parents, two of whom are or have been on the School Board, expressed strong dissatisfaction with the U/R program. All of these have been associated with it across its five-year life. Their concerns are three-fold:

1. The large amount of money was largely ineffective in anything except polarizing the community, both in regard to Indian/non-Indian relations and in regard to those who did and did not believe in the SCC.
2. A segment of the community not in accord with the program has not been well informed or involved in the conduct of the program.
3. The U/R staff and SCC usurped power that rightfully remained with the School Board.

Based upon these major concerns with the program are several smaller issues. Some particular expenditures were questioned, along with administrative policies and outlooks in the process of education.

The school staff were strongly supportive of the program. They reported that it brought to them real professional development. They believed the quality of their teaching was better, they were more "humanistic," the LRC was a reality (if somewhat ill-used), and that it had improved the overall relationship in both the school and the community at large. (The evaluators were struck with observations that while the school staff felt their relations with the community were excellent, the community, in general, did not agree.) Several teachers received academic degrees from the program and were understandably pleased with that component. Teachers, as a group, felt that the amount of Indian awareness and culture now included in the curriculum was adequate and tended to downplay any overt tensions. Teachers did report in a few instances a different learning style of the Indian population. Most teachers viewed the workshops as appropriate to the Bayfield situation, if not exactly tailored to their individual needs. Teachers believed that Indian awareness activities were intended for the Indian population and not the non-Indian population. All teachers reported an adequate understanding of the U/R program, its objectives and its general approval. Most agreed that it has had a large positive effect.

A few concerns of the program emerged from the teacher interviews. Some teachers felt that the project may have been somewhat over-financed. "A vast sum of money for such a small school" would summarize their feelings here. A few secondary teachers indicated that the elementary staff had not been as fully involved as it should have been. A few indicated that while some of the long conference trips ... fun, the professional benefits were questionable. This takes on increased importance, they

believe, in the amount of time they spent away from the regular classrooms. For some, the multitude of workshops became repetitive: "How many times should you go on a 'trust walk'?" In addition, one or two of the workshops, Indian Awareness activities for example, turned out to be negative experiences, seemingly because of the manner in which conducted.

Members of the Task Force for Evaluation, which assists the evaluators on-site, and of the SCC were generally positive about the program. The strengths already reported by other groups were made by this group. The SCC members believe that the major contributions of the program lie in the spirit of cooperation it fostered, the humanistic approach it helped teachers take to students, and a better curriculum design for the school at large. Parent members on the SCC believe they see a positive difference in the school personnel. It is the evaluators' impressions that the SCC looks back on the program with a look of pride to its accomplishments.

The SCC members had very few negative comments on the program. They were willing to admit that a small number of people may hold the negative views already discussed above. However, they generally agree that such a small population will exist in any program of this size and that for the most part the concerns are unfounded. This is not to indicate that the SCC seems not to accept negative comment or are falsely optimistic about the program. It simply means that when cast against the positive gains such negative concerns come up short in the opinions of those who have worked most closely with the program. This seems a natural enough behavior for such a group of hard-working people.

Conclusions

It is a tenuous business to draw definite conclusions from interview data that are related to a large program of 12 objectives as reported by a small but widely different group of respondents. The data are reported impressionistically and have to be so concluded. The process of the face-to-face conversational interview also makes this the case. With this disclaimer in mind, the evaluators would make the following conclusions based on the interview data:

1. The U/R program's efforts toward Staff Development Activities (USOE #1) have been rather effective. The major commitment of time, money and effort have resulted in high positive responses from respondents, notwithstanding the concern with "overkill."
2. In regard to giving the school and community personnel opportunities for decision-making (USOE #2) and providing a procedure for allowing a joint group of school and community personnel (the SCC) to provide needs assessment (USOE #3) and accountability activities (USOE #4 and #5), the U/R program may be given a good rating. The SCC has undertaken these activities. Perhaps it has done so, however, at the unnecessary expense of both the Board of Education and a segment of the community that has felt disenfranchised.
3. Most respondents believe that pupil performance is either enhanced or unaffected by the U/R program. Little comment as to detrimental effects was made. Based on the innovative approaches brought to the school by the program and mentioned

in the interview, the evaluators would rate the achievement of USOE 6 as very good.

4. U/R Objective 1 (interaction among various groups) may be rated as good based on interview data.
5. Communication between school and community (U/R objective #2) has definitely been achieved. This objective may be rated very good. There is a segment of the community that remains aloof from the positive influence of the U/R program.
6. The community is involved, theoretically and in terms of numbers, via the SCC (U/R #3). It appears, however, that this involvement does not include the program's non-supporters. Based on this the evaluators would rate the attainment of this objective only fair.
7. No recommendation is available from interview data regarding individualization of instruction (U/R #4).
8. While facilities (U/R #5) seem mostly adequate, the LRC exists but an instructional design for it does not. The evaluators would rate the attainment of this objective only fair.
9. Attitudes (U/R #6) of the various school communities appear to be good. There is a segment of the community who are not supportive of the school program, specifically, the U/R program.
10. The interview findings, on the whole, support the findings of the questionnaire data already reported.

Recommendations

1. If the SCC concept is to be continued, its role with the community and especially the Board of Education needs to be reviewed and revised to include appropriate representation of all groups and administration of school policies.
2. The learning program for the LRC needs to be developed.
3. Consideration of the impact of large sums of outside funding need to be considered for such small school districts. It appears that over-funding may have caused the objectives to be blurred in this program while causing an additional level of school administration whose role was never really clarified. Both of these events have caused ill-feelings in the community. What occurred as part of the U/R program and the regular school program were so difficult to differentiate that the students in the school did not realize the difference between one and the other. This would explain why they did not know what the U/R program was but could hardly help being affected by it.
4. If there are subliminal Indian/non-Indian tensions in the community, it is recommended that a program be developed specifically to ameliorate them. If that intent was buried in the U/R program, it never truly came to the surface, either as a goal statement or as an identifiable program.

Observations

Description

The evaluators worked at the Bayfield School for five school days. Office space was provided for them in a room adjacent to the Learning Resource Center. From this location they engaged in the data collection procedures already described. In the limited time available to them some classroom observations were made. The basic intent of these observations was not to make a formal evaluation of specific teachers, methodologies or abilities but simply to help the evaluators acquire a sense of the learning atmosphere of the facility in general. It would seem reasonable to expect that a program of such magnitude as the U/R program, operating in such a small and single location, would result in an identifiable educational milieu. This should be especially true from a program which placed heavy emphasis and effort on staff development, interpersonal activities, increased communication, the development of positive attitudes of all community and school residents, and improvement of the LRC.

Because of the limited time, the evaluators were able to observe only six full classes in session. These classes ranged from kindergarten to twelfth grade and included six different academic areas. In an effort to organize the observations the evaluators completed a form that they have used at other locations called "Evaluating Classroom Teaching." The form lists several discrete areas for observation, clustered under the general headings of Goals, Planning, Teacher Performance, Evaluation, School-Community and Professional, and Comments. The importance of the form is not in how any particular teacher was rated in these areas but in the focusing of the evaluators' attention to key aspects of the teaching process.

In addition to these six observations, many informal observations and impressions were acquired by the evaluators as they moved about the building during the week. Their central location provided easy observation of many classrooms and the day-to-day operation of the LRC.

Discussion and Conclusions

From a general point of view it can be reported that the Bayfield School operates like the vast majority of schools the evaluators have visited. The overall quality of instruction is typical of schools who have a similar number of teachers. Some teachers do an admirable job; some are very teacher-centered and use very traditional methodologies. The students seem to understand how success is measured in each classroom and for the most part seemed willing enough to produce to course expectations. Classroom discipline was satisfactory and teachers seemed genuinely interested in presenting materials of import to their classes. Elements of planning and evaluation of classroom work were in evidence. Teachers, with one or two exceptions, did not seem to mind the intrusion of an outsider to the class. Use of instructional innovations was not seen very often. The instructional operation of the school was at least satisfactory if not particularly outstanding.

This typical nature of the instruction provided Bayfield students brings to light an interesting point regarding the U/R program. If anything in the school should have changed as a result of the U/R program, it should have been the instructional program. Many teachers have received intensive staff development training designed to increase their effectiveness and enhance their humanistic approach to learners. The LRC was

remodeled to provide a real support service to such a program. Because the evaluators were not on-site before the U/R program, they have no way of knowing whether such changes have occurred. If change has occurred, the result being the typical pattern reported above, the evaluators would conclude that the U/R program was desperately needed. If no change occurred, if the school is typical and always has been, then the net effect of the U/R program has been negligible to an outside observer's eye. On this matter, the evaluators received mixed reactions. Some staff members reported that they and their colleagues now teach differently because of the U/R program. Others felt they did not. In either case, the point is an important one. Regardless of the true situation the Bayfield School offers a basic rather traditional school program. The other results reviewed in this report, particularly the pupil performance data, bear this out. Particular evidences of the objectives of the U/R program are difficult to isolate from the rest of the school's activities.

The instructional program of the LRC has yet to come to fruition. The U/R program has supplied the funds for the remodeling. Currently, the LRC is used primarily for study halls. A viable, dynamic LRC program does not exist. Some of the problem is overcrowding; some of it is just lack of a viable program. Almost everyone in the school recognizes this, based on interview data. It is a component of the school program which is all dressed up but as yet has had nowhere to go. It, like most of the instruction observed, has provided little individualization of instruction. In some respects, this too might be typical of many schools. However, inasmuch as the LRC's development has been a major thrust of the U/R program, its failure is noteworthy.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Improvement of the educational environment, processes, and outcomes is the top priority of our nation's schools. In accepting the Urban/Rural School Development Program, funded by the United States Office of Education from 1971 to 1977, the Bayfield school accepted the challenge of this top educational priority. The purpose of this external evaluation is to report, in as unbiased a fashion as possible using available data, the degree to which the goals of the program have been achieved.

Uses of the Evaluation

The intent of this external evaluation is to provide the Bayfield school personnel and the School/Community Council with data so that:

1. The Bayfield School can report the basic outcomes of the program to the U.S.O.E. funding agency and the state education agency, demonstrating the measure of impact of such federal monies on a local education agency.
2. The personnel involved in the program can receive an objective report regarding the degree of program success in achieving the program goals.
3. The Bayfield School can consider the effect of the U/R SDP in its total educational program so that aspects of the program which have been particularly successful and effective may be continued with local funding.
4. The Bayfield School can report its results to other U/R projects, districts, and educational agencies with similar programs, concerns, and populations.

Summary of Attainment of U/R SDP Goals

In this report, archival data were analyzed and the degree to which each of the twelve goals was attained is reported in Chapter II. Recommendations follow the discussion of each goal. Questionnaire, interview, and observation data were analyzed in Chapter III. This questionnaire, interview and observation data were used to corroborate the conclusions drawn from the archival data. Table 4, Summary of Goal Attainment, attempts to show: the evaluation of each of the twelve goals as a result of: (1) archival data, (2) questionnaire, interview, and observation data, and (3) the judgment of the evaluators. The judgment of the evaluators is not a mathematical tabulation of the four types of data analyzed, but rather is based on their professional experience. In reading Table 4, remember the following numbers assigned to the evaluation description: 5 = excellent, 4 = very good, 3 = good or fair, 2 = poor, and 1 = not attained or no data available.

Impact of Program on Staff, School, and Community

Because the evaluators have no base-line data for describing the characteristics of the staff, school, or community in 1971 when the U/R program started, they can only make some qualitative judgments.

Staff. As teaching positions become fewer throughout the profession, school districts find that their teaching and support staff are permanent, school employees and community residents. Mobility among members of the experienced teaching staff is not so evident as it was when teaching jobs were abundant. Given this staff permanence, an on-going staff development program should have a lasting impact on the quality of

Table 4
Summary of Goal (Objective) Attainment

USOE U/R Goal #	USOE U/R Goal Descriptor	Archival Data Evaluation	Q, I, O Data Evaluation	Evaluators' Choice	Comments
USOE 1	Staff Development	4 (very good)	3 (good)	4 (very good)	
USOE 2	Decision Making - School/Community	4 (very good)	3 (good)	3 (good)	The SCC has had role- conflicts with the School Board. The concept of the SCC is very good.
USOE 3	Needs Assessment - School/Community	3 (fair)	3 (good)	3 (fair)	
USOE 4	Accountability - Administration	4 (very good)	3 (fair)	3 (good)	
USOE 5	Accountability - School/Community	3 (fair)	3 (good)	3 (fair)	
USOE 6	Pupil Performance	4 (very good)	4 (very good)	4 (very good)	
U/R 1	Interaction	3 (fair)	3 (fair)	3 (fair)	
U/R 2	Communications	4 (very good)	3 (good)	4 (very good)	Attempt was <u>excellent</u> the attainment, <u>good</u> .
U/R 3	Community Involvement	2 (poor)	3 (fair)	2 (poor)	

Table 4 (continued)

USOE U/R Goal #	USOE U/R Goal Descriptor	Archival Data Evaluation	Q, I, O Data Evaluation	Evaluators' Choice	Comments
U/R 4	Individualization	2 (poor)	1 (insufficient data)	2 (poor)	A few teachers were <u>good</u> to <u>very good</u> .
U/R 5	Facilities	3 (fair)	3 (fair)	3 (fair)	
U/R 6	Attitudes	1 (insufficient data)	3 (fair)	2 (poor)	Data on attitude change are very scant.

education within the educational institution. This has proven the case for the Bayfield School. Staff members who have participated in the U/R program have learned how to relate with students in humanistic and meaningful ways. These teachers have also been able to compare the structure of their programs with teachers from other schools. Although a Master's degree might not make a person a better classroom teacher, it cannot help but make him or her more professionally committed. This is certainly the case with many of the Bayfield teachers.

School. The school environment has improved somewhat as a result of the U/R program. Unfortunately, all of the improvements brought about by the U/R program are difficult to uncover because of the nature of the building housing the school. Even with the handicap of an ancient structure, the school is a pleasant environment. Teachers and students get along well. The question of discipline which reoccurs in the community concerns of the school seems to be overplayed. Students in general are well behaved, polite, and helpful. Most students attend class and do not wander the halls. The older students who smoke do so outside the building, particularly while waiting for the bus. This behavior can be considered standard for most school settings. In general the older students provide good models for the younger ones. The LRC needs input and involvement from the teachers now that it is an actual part of the school. Pupil performance has improved with the U/R program. In general, the U/R program has had an impact on the school, but this impact is clouded by the nature of the physical facility and the lack of community pride in the school.

Community. The U/R program has had a tremendous impact on the community. Much of the money spent on the U/R program, almost a million

dollars over six years, was spent within the community or the state of Wisconsin. Members of the community also had the experience of participating in the School/Community Council and to share responsibilities with the School Board. With this kind of input into the school, the community should take some pride in the school and attempt to make provision for a new school facility for the future. The community should begin to realize the positive effect of the school on the community.

The evaluators realize that there exists a segment of the community which has not accepted the positive effects of the U/R program. This may be primarily due to the fact that the SCC's role and how program questions were decided were often unclear. This is often the case with new programs. People who have been negative about the U/R program need to recognize that while it has had its shortcomings, the intent and integrity of it and its staff seem to outside evaluators to be genuine and forthright. When both groups accept these qualities in each other, the important goals of the program will be realized more fully.

Some Highlights of the U/R Program

The U/R program has brought to the Bayfield school the opportunity to experiment with the school program in ways which would have been impossible without these funds. Some promising components of the program should be maintained at minimal cost to the school district:

1. Continuation of the School/Community Council as an elected, advisory council to the School Board.
2. Continuation of differentiated staff-development with an emphasis on individualization.

3. Continuation of intelligent dialogue between the Indian and non-Indian population.
4. Continuation of student testing with added criterion-referenced testing, machine scoring of tests, and adequate record keeping of student progress.
5. Continuation of communications between the school and the community with attention to adult development.
6. Continuation of discussion with community and SEA for a new school facility.
7. Improvement/expansion of the school's counseling program.

Some Outcomes Which May Affect Other Similar Projects

The U/R program experience can be used by other school districts along with national and state educational agencies in formulating innovative programs.

1. Staff-development does tend to affect pupil performance but both the staff-development and the pupil performance should be carefully monitored.
2. A School/Community Council can be used as a body which monitors the educational program in the school and might become a part of federally funded school programs.
3. An evaluation component is needed as a part of every federally-funded program. Both process and outcomes should be evaluated. A careful needs assessment should accompany each evaluation procedure.

4. All components of the school staff, including Board and SCC, and the community need training and careful monitoring while implementing an innovative school program.

APPENDIX A

*DIRECTORY OF TEACHERS AND PERSONNEL
BAYFIELD PUBLIC SCHOOLS, BAYFIELD, WISCONSIN 54814
1971-77

*Some listings are only for 1976-77.

ADMINISTRATION

Box #

Mr. Donald H. Anderson	Superintendent	Star Route, Bayfield	727
Mr. Robert H. Lind	High School Principal	Route 1, Bayfield	252-2
Mr. Marvin W. Paavola	Elementary Principal	Bayfield	196
Mrs. Mildred LaPointe	Secretary-Bookkeeper	Bayfield	186
Mrs. Sharon Bonney	Secretary	Bayfield	61
Mrs. Karen Gorman	Secretary	121 E. Bayfield St., Washburn	

ELEMENTARY TEACHERS

Miss Julie Hendricks	Kindergarten	Bayfield	677
Mrs. Janet Hunt	Grades 1-3	Star Route, Bayfield	53
Mrs. Gail Gasperini	Grades 1-3	229 E. 5th, Washburn	
Miss Christine Juntilla	Grades 1-3	Bayfield	677
Mrs. Barbara DePerry	Grades 1-3	Bayfield	66
Mr. Gary Sarver	Grade 6	Washburn	
Mrs. Joyce Smith	Grade 5	Cornucopia	
Mrs. Lou Eckels	Grade 4	Route 1, Bayfield	254
Mr. Dan Brown	Grade 6	Route 1, Bayfield	135
Mr. Neil Harmon	Grades 7-8	Route 1, Washburn	
Mr. Bill Bergschnieder	Grade 8	Bayfield	222
*Mrs. Valerie Reiten	Kindergarten		
*Mrs. Edith Krone	Grade 2		
*Mrs. Esther Salmi	Grade 3		
*Miss Shirley Rossman	Grade 4		
*Mrs. Jewell Zoldos	Grade 8		
*Mrs. Harriet LeBel	Developmental Reading		
*Mr. Jim Hughs	Grades 7-8		
*Mrs. JoAnn Farley	Grades 1-3		
*Miss Eleanor Sather	Grades 1-3		

HIGH SCHOOL TEACHERS

Miss Lori Anderson	Health-Phy. Ed.	Bayfield	
Mrs. Marian Larson	English	Bayfield	165
Mrs. Muriel Erickson	Home Economics	Route 1, Bayfield	17
Mr. Verdayne Hanson	Physics, Chemistry, Guidance	Route 1, Bayfield	304
Mr. Robert H. Lind	High School Principal	Route 1, Bayfield	252-2
	Social Studies		
Mr. John Spencer	Commercial	Bayfield	187
Mrs. Marcella Gustafson	Library	Bayfield	
Mr. Allen Torstveit	English	Bayfield	283
Mr. Lawrence Kasper	Math, Bookkeeping, Coach		
	715 5th Ave. E., Ashland		

*No longer listed.

HIGH SCHOOL TEACHERS (Continued)

Mr. James Spencer	Social Studies	Bayfield	285
Mr. Larry Reiten	Instrumental Music	Route 1, Bayfield	297
Mrs. Shelly Brevak	Vocal Music	104 11th Ave. W., Ashland	
Mr. Edwin Olson	Industrial Arts, Coach	Route 1, Bayfield	279
Mr. Dick O'Leary	Science, Coach	Bayfield	277
Mrs. Barbara Spencer	Art	Bayfield	187
Mrs. Glenna Anderson	Girls Phy. Ed.	Bayfield	727
	Girls Athletic Director		
Mr. John Nachtsheim	Boys Phy. Ed., Coach,	Washburn R1	
	Athletic Director		
Mr. Donald Snippen	Drivers Education	Washburn	
Mrs. Barbara Jaquith	Speech Therapist	Gen. Del., Cornucopia	
*Mrs. Marjorie Benton	Library		
*Mr. Gary Holman	Music		
*Mrs. Esther Salmi	Library		
*Miss Shelly Bavatka	Vocal Music		
*Miss Jeanie Plahme	Speech Therapist		
*Mrs. Pat Wedul	Health		

HOME-SCHOOL CO-ORDINATORS

Mr. Ronald DePerry	Education Co-Ordinator	Bayfield	685
Ms. Patricia Basina	Home-School	Route 1, Bayfield	108
	Co-ordinator		
Mrs. Mary DeFoe	Secretary	Route 1, Bayfield	78A
*Mr. Kenneth Andrews	Education Co-ordinator		

TEACHER AIDES

Mrs. Kathy Meierotto	Elementary	Route 1, Bayfield	243
Mrs. Janet Gustafson	Elementary	Bayfield	169
Mrs. Karen Smith	Elementary	Route 1, Bayfield	335
Mrs. Marie Bushy	Library	Bayfield	269
Mrs. Sally Cadotte	Kindergarten	Star Route, Bayfield	149

TEACHER CORPS INTERNS

Mr. Gary Engel	Elementary (1976-77 only)	Bayfield	
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*No longer listed.

DEVELOPMENTAL READING

Mrs. Arlene Jackson	SLD Teacher	Whispering Pines Trailer Ct.	Ashland Lot 36
Mrs. Elizabeth Lynn	SLD Aide		Bayfield 219
Mrs. Bonnie Livingston	SLD Aide		Bayfield 281
Mrs. Harriet LaBel	Remedial Reading	Route 2, Mason	31

URBAN RURAL

Mr. Tom Frizzell	School Development Team Manager		Bayfield 422
*Mrs. Virginia Beauchamp	Communications Agent		
Mrs. Josephine Wichlidal	Secretary	Star Route, Bayfield	82
Mrs. Delores Bainbridge	Indian Culture Co-ordinator		
		308 3rd Ave. E., Ashland	
Mrs. Elizabeth Cadotte	Indian Consultant	Route 1, Bayfield	88
Mrs. Virginia DeFoe	Indian Consultant	Star Route, Bayfield	93
Mrs. Ruth Buffalo	Indian Consultant	Route 1, Bayfield	86A
Mr. Tom Williamson	Community Representative	Bayfield	704
*Mrs. Eunice Kottke	Learning Resource Center		
*Mr. Jack Farley	Urban Rural College Professor		

COOKS

Mrs. Delphine Leafblad	Head Cook	Star Route, Bayfield	71
Mrs. Ann Parks	Assistant Cook	Bayfield	337
Mrs. Clarice Hokenson	Assistant in Lunch Room	Route 1, Bayfield	131
Mrs. Betty Morrin	Assistant in Lunch Room	Bayfield	292
Mrs. Dolly Sundquist	Assistant in Lunch Room	Bayfield	153
Miss Emelda Kovachevich	Assistant in Lunch Room	Bayfield	555

CUSTODIANS

Mr. William Peterson	Head Custodian (1976-77 only)	Bayfield	84
Mr. Greg Meierotto	Assistant Custodian (1976-77 only)	Bayfield	

MOTOR SKILLS DEVELOPMENT

Mrs. Delores Boyer	Instructor	Bayfield	754
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SPECIAL EDUCATION NEEDS

*Delores Boyer	Instructor	Bayfield
*Bonnie Livingston	Aide	R.R. Box 281, Bayfield

*No longer listed.

APPENDIX B

U/R ON-SITE TRAINING PROGRAMS

1971-77

- October 23, 1971
Institute with Dr. Marie Fielder and Ms. Clare Broadhead
- January 10 through March 20, 1972
Teacher Effectiveness Training, Preston Gee (Certified staff)
- April 10 through June 5, 1972
Teacher Effectiveness Training, Preston Gee (Non-certified staff)
- June 26 through July 21, 1972
Farley/Brown Workshop - "The Climate of Individual Growth"
- July 24 through August 4, 1972
Will Antell Workshop, "Workshop for Teachers of Indian Youth"
- August 8, 9, 1972
SLD Workshop, Mary Lee Enfield, Victoria Greene
- August 10, 11, 1972
Human Development Workshop, George and Joyce Fossen, Alberta Hand
- September 4, 1972
Bearheart Pow-wow
- September 16, 17, 1972
Awareness Retreat, Will Antell, Larry Martin
- October 12, 13, 1972
Human Development Program, George and Joyce Fossen, Alberta Hand
- January 31 through February 1, 1973
Farley, Brown Workshop, Development of Community Goals Statement
- February 14, 21, 28, March 14, 28, April 11, 16, 17, 1973
Dick Hanson Workshop with Staff, to help teachers develop more individualized and personalized ways of working with children.
- April 16, 17, 1973
Workshop on "Educational Futurology," Dr. Samuel Popper and Mr. Earl C. Joseph
- April 19, 1973
Human Development Program, George and Joyce Fossen, Alberta Hand
- April 23 through April 25, 1973
Values Clarification Workshop, Dr. Michael Giammatteo
- May 9, 24, 1973
Dick Hanson Workshop with Staff

July 5, 6, 1973

Workshop on Local History, Lolita Taylor, Lafayette Connor, and local consultants

July 9 through July 13, 1973

Farley Workshop, Effective Use of Personnel, Time and Materials, and Problems of School Boards

July 16 through July 20, 1973

Drug Education Workshop, Dr. George Spratto, Steven Jerrick, Gary Hull, Dr. Lyom Grimley

July 23 through July 27, 1973

Glasser's Workshop, Schools Without Failure, Elizabeth Mahoney

July 30 through August 3, 1973

Staff Institute on Community Schools, Ms. Pat Enz, Jack Farley, Dick O'Leary, Rev. Barry Boyer

August 6 through August 9, 1973

How To Use Audio Visual Equipment To Humanize Education, Bob Tonra

November 10 through November 12, 1973

Indian Culture Days, Harvey Paymella, Gerald Grey, Dan Honahni, and local consultants

November 26 through December 17, 1973

University Courses for Staff: #272-500 Workshop in Curriculum and Instruction (Farley) and #315-330 Introduction to Learning and Development (Nielsen, Farley)

January 15 through May 10, 1974

#272-500 Workshop in Curriculum and Instruction II (Nielsen)

January 16 through May 10, 1974

#272-629 Change and Change Strategies in Education (Farley)

January 17 through May 10, 1974

#272-533 Foreign Language Workshop (Ojibwa Language) (Nielsen)

January 17 through May 10, 1974

#315-640 Survey of Human Growth and Development (Farley)

January 23 through May 8, 1974

#272-500 Human Relations and School Discipline (Glasser) (TV)

March 28 through March 30, 1974

A Seminar in Community Education and Involvement, Dan Safran

April 4 through April 6, 1974

Intra-School (Group) Communications, Dr. George Shapiro

- April 25 through April 27, 1974
Values Clarification and Counseling, Dr. Ethel Anderson
- May 6 through May 10, 1974
Testing, Results, and What They Mean, Arlene Wiltberger
- May 13 through June 5, 1974
#315-728 Techniques of Educational Research, Dr. Kenneth Wodtke
- June 17 through June 28, 1974
#270-500 Social and Cultural Foundations in Education (Social Issues)
(Farley)
- June 17-28, July 22-August 2, 1974
#272-602 Early Childhood Education and Montessori Workshop (Nielsen),
Dr. Bernice Wolfson, Marina Eovaldi
- July 1 through July 3, 1974
Career Education Workshop, Dr. Kingsley Wientge
- July 8 through July 12, 1974
Regional and Cultural History for Teachers, Stuart Lang
- July 15 through July 19, 1974
Indian Culture Workshop, Robert Havighurst, John Wiley, Roger Thomas,
Richard Ackley, Larry Martin, Ray DePerry, Joe Rose, John
Anderson, Dick Wolf, Sid Stone, Gerald Vizenor, and local con-
sultants
- July 22 through July 26, 1974
Our School, Don Anderson, Norman Graper, Robert Youngquist, Jon Boyd
- July 29 through August 2, 1974
Organization Development Workshop, George Shapiro (Nielsen) (Farley)
- August 5 through August 9, 1974
#272-669 Production and Utilization of Still Media, Val Borger (Nielsen)
- June 17 through August 28, 1974
#272-779 Current Topics in Curriculum and Instruction (Nielsen) (Farley)
- September 16 through December 19, 1974
Fall, 1974 University Courses: #315-640 Survey of Human Growth and
Development, Dr. Kenneth Wodtke; #315-740 Human Development in
Infancy and Childhood, Dr. Kenneth Wodtke; #315-728 Techniques of
Educational and Psychological Measurement, Dr. Kenneth Wodtke;
#432-700 Foundations in Career Development (Farley); #315-832
Motivation in Education (Farley)
- January 14 through January 17, 1975
Winter/Spring, 1975 University Courses: #272-714 Analysis of Instruc-
tion, Dr. John Zahorik (Farley) (Wodtke); #272-812 Issues in
Secondary Education (Farley); #272-808 Seminar in Elementary
Education (Farley); #272-800 Master's Seminar, Neuman, Zahorik
(Farley)

May 13 through June 30, 1975

Summer, 1975: #272-779 Current Topics C & I - Curriculum Design and Instruction Models, Neuman, Callaway, Kepner (Farley)

September 29, 1975-January 26, 1976

Fall, 1975: #272-668 Introduction to Instructional Technology, Eunice Kottke

August 10, 1976

Community Workshop, T. Williamson

October 8, 1976

Northwest Wisconsin Lake Superior Education Association Fall Conference,
Howard Kirschenbaum, Barbara Kirschenbaum, James Bellanca, Dr.
Allen Kingston

October 17, 1976

Community Workshop, T. Williamson

October 26, 1976

Open Forum on Discipline

November 16, 29, 1976, January 20, 27, 1977

Montessori Workshop, Jane Nielsen

November 22, 1976

Open Forum on School Policy As It Relates Directly To Students

January 1, 1977

Open Forum - Parents Speak Out

March 15, 1977

Open Forum on School Board Candidates

APPENDIX C

U/R SPONSORED CONFERENCES AND TRAINING TRIPS,
AWAY FROM BAYFIELD

July 30 - August 1, 1971

U/R Organizational Conference, Denver, Colorado

Don Anderson, Bob Wrobbel, Preston Gee, Millie LaPointe, Marge Pascale, Joe Pascale (student)

September 11, 1971

School Board In-Service Institute, Merrill, WI

Verdayne Hanson, Delphine Leafblad, Jim Spencer, Marge Pascale, Millie LaPointe, Margo Connell, Sister Grace Ann, Joe Pascale (student), Casey Allen (student)

September 18, 1971

School Board In-Service Institute, Madison

Bob Wrobbel, Don Anderson, Preston Gee

September 29 - October 1, 1971

Minnesota School Facilities Forum, 6th Annual Symposium, Minneapolis, MN

Idell Duffy, Margo Connell, Bob Lind, Judy Russell, Jim Spencer, Joyce Bratley, Marian Aiken (School Board), Verdayne Hanson, Ed Olson, Marge Pascale, Marv Paavola, Delphine Leafblad, Tom Pinckney (student)

October 8-10, 1971

California Indian Education Association Conference, San Diego, CA

Jo Wichlidal, Secretary

October 18-19, 1971

Conference with Consultant Firm, Farley, Brown, Inc., Minneapolis, MN
Don Anderson, Bob Wrobbel

November 4, 5, 6, 1971

NIEA Convention, Albuquerque, NM

Allen Bear, Joyce Bratley, Idell Duffy, Ken Charette (student), Sister Grace Ann, Victoria Gokee, Jewell Zoldos, Mary Lou Gary, Ed Olson, Brian Jones (Teacher Corps Intern), Thayne Balzer (Teacher Corps Intern)

November 7, 8, 9, 1971

Amherst Fall Festival, Amherst, MA

Bob Lind, Jim Spencer, Millie LaPointe, Judy Russell

November 8, 9, 10, 1971

Rough Rock Demonstration School, Chinle, AZ

Verdayne Hanson, Marge Pascale, Sister Grace Ann, Margo Connell, Bill Clark (Teacher Corps Intern), Anne Gokee (student)

November 17-18, 1971

Wilson Campus School, Mankato, MN

Jim Spencer, Marv Paavola, Judy Russell, Verdayne Hanson, Muriel Erickson

November 19-20, 1971

Conference on Innovative Education, Milwaukee, WI
Bob Wrobbel, John Spencer, Allen Bear, Marian Larson, Marie Bushy,
Sue Dorner (Teacher Corps Intern)

November 19-20, 1971

ACLD Conference, Minneapolis, MN
Preston Gee, Liz Lynn, Jo Anne Barningham, Sister Clare LaPointe,
Harriet LeBel

December 7, 8, 1971

O/E Conference, Washington, D.C.
Don Anderson, Bob Wrobbel

December 11-15, 1971

3-Site U/R Conference, Neah Bay, WA
Preston Gee, Bob Wrobbel, Jim Spencer, Ed Olson, Marge Pascale,
Jo Wichlidal (Secretary), Don Anderson, Casey Allen (student),
Ken Charette (student), Bette Gary (student), Janet Hunt, Roger
Philbrick (State DPI)

January 18, 19, 20, 1972

Wisconsin State School Board Conference, Milwaukee, WI
Don Anderson, Karl Mueller (School Board Member), Stan Stevenson
(School Board President), Lillian Torbick (School Board Member)

February 7-11, 1972

NIEA Conference, Washington, D.C.
Marge Pascale, Mary Lou Gary, Victoria Gokee

February 10, 11, 1972

Pine Point Community Experimental School, White Earth Indian Reserva-
tion, Park Rapids, MN
Margo Connell, Edith Krone, Jewell Zoldos, Esther Salmi, Valorine
Reiten, Sister Clare

March 5-8, 1972

ASCD Conference, Philadelphia, PA
Marv Paavola, Jim Spencer, Idell Duffy, Verdayne Hanson, Joyce
Bratley

March 17-18, 1972

Conference on Children with Learning and Behavioral Disabilities, U/W,
LaCrosse, WI
Liz Lynn, Shirely Rossman, Harriet LeBel, Jo Ann Barningham

March 20-22, 1972

O/E Training Conference, Washington, D.C.
Don Anderson, Preston Gee, Bob Wrobbel, Allen Bear

April 10-13, 1972

National Indian Training Center, Brigham City, Utah
Shirley Gordon, Bernadette Bresette

April 27-28, 1972

Staples Public School, Staples, MN
Marv Paavola, Bob Lind

May 10-13, 1972

LTI Training Conference, Stanford, CA
Preston Gee, Don Anderson, Ed Olson, Judy Russell, Tom Frizzell,
Bob Lind, Marge Pascale

May 17-20, 1972

Rocky Boy School, Box Elder, Montana
Mary Lou Gary, Sharon Erickson (student)

May 20, 1972

Conference on British Education, Madison, WI
Bob Wrobbel, Idell Duffy

June 26-30, 1972

SLD Workshop, U/W, Stevens Point, WI
Harriet LeBel

1972-73 School Year

July 1-5, 1972

3-Site U/R Conference, Hays, MT
Tom Frizzell, Jo Wichlidal (Secretary), Sharon Erickson (student),
Anne Gokee (student), Mary Peterson

Rocky Boy School, Box Elder, MT
(Same as above)

July 17-21, 1972

Dr. Popper's Institute, U/M, St. Paul, MN
Bob Wrobbel, Tom Frizzell

August 6-7, 1972

Twin Cities Social Studies Center, Roseville, MN
Jim Spencer, Marv Paavola, Gary Sarver, Bob Lind, Neil Harmon

August 31 - September 1, 1972

Youth-Tutoring-Youth Workshop, Stevens Point, WI
Verdayne Hanson

October 4-7, 1972

Project "Open," Denver, CO
Tom Frizzell

November 1-4, 1972

NIEA Convention, Seattle, WA

Tom Frizzell, Allen Bear, Jewell Zoldos, Cora Andrews, Diane Bear,
Mary Lou Gary

November 13-14, 1972

U/R Conference, Washington, D.C.

Preston Gee, Don Anderson, Tom Frizzell, Mildred LaPointe

February 8-9, 1973

Drug Education Materials Fair, Stevens Point, WI

Tom Frizzell

February 17-19, 1973

Seminar on Bi-Cultural Education, Billings, MT

Allen Bear, Dan Brown, Jim Spencer, Jewell Zoldos

March 5-6, 1973

Staples Public School, Staples, MN

Marv Paavola, Dan Brown, Joyce Bratley, Gary Sarver, Jewell
Knopf, Jan Hunt

March 17-21, 1973

ASCD Conference, Minneapolis, MN

Entire Staff

April 12-14, 1973

SDTM Conference, Ft. Gay, WV

Tom Frizzell

May 10-11, 1973

Drug Education Conference, Pre-Service Workshop, Stevens Point, WI

Tom Frizzell, Jim Peterson (student), Delores Bainbridge

June 10-14, 1973

Conference on Exceptional Children, Albuquerque, NM

Tom Frizzell

June 13-20, 1973

U/R Sites, Alma/GA & Big Stone Gap, VA

Ed Olson, Neil Harmon, Jim Spencer

July 16-20, 1973

Dr. Popper Institute, University of Minnesota, Minneapolis, MN

Don Anderson, Glenna Anderson

July 30 - August 3, 1973

National Indian Training Center, Brigham City, UT

Dan Brown, John Nachtsheim, Barb Spencer, Eleanor Sather

August 19 - September 1, 1973

Help Communities Help Themselves, Drug Education Program, Minneapolis, MN (This training program was funded by a mini-grant from O.E. Urban/Rural funds were not used.)

Tom Frizzell, Ervin Larson (Bayfield County Sheriff's Department), Jim Peterson (student), Delores Bainbridge (Indian Culture Coordinator), Lois Young (Secretary to High School Principal), Lynne Pratt (student)

September 20-26, 1973

LTI Conference, Stanford, CA

Preston Gee (Chairman), Don Anderson (Superintendent), Tom Frizzell, Larry Kasper, Ed Olson, Dan Brown, Neil Harmon, Marian Larson, Pat J. Basina

September 28-29, 1973

SLD Conference, Rhindlander, WI
Liz Lynn, Lynne Pratt

October 2 through December 11, 1973 (weekly)

Children's Literature and Library Practices, ETN - Continuing Education for Librarians, Ashland, WI
Esther Salmi, Marie Bushy

October 31 - November 3, 1973

LTI Evaluation Conference, Washington, D.C.

Preston Gee (Chairman), Jack Farley (University Consultant), Jane Nielsen (University Consultant)

November 4-6, 1973

University of Wisconsin, Consultant Program, Milwaukee, WI
Tom Frizzell, Jack Farley, Jane Nielsen

November 14-17, 1973

NIEA Convention, Milwaukee, WI

Allen Bear, Dick Young, Delores Bainbridge, Elizabeth Cadotte, Ruth Buffalo, Jewel Knopf, Barbara Spencer, Karen Smith, Janet Gustafson, Diane Bear, Cora Andrews, Idell Duffy, Marge Pascale, Lynne Pratt, Ken Andrews, Margaret Basina, Jim Peterson

November 30 - December 2, 1973

Conference on Grading Alternatives, New Orleans, LA
Ed Olson, Jim Spencer, Dick O'Leary

December 17, 1973

St. Jean's School (Montessori School), Duluth, MN

Jane Nielsen, Dick Young, Pat J. Basina, Marvin Paavola (Elementary Principal), Eleanor Sather

December 26-30, 1973

National Conference of Business Education Association, St. Louis, MO
John Spencer

January 24-27, 1974

LTI Conference on Community Involvement, San Antonio, TX
Preston Gee, Tom Frizzell, Dennis Deegan, Sandy Pratt, Jane
Nielsen, Pat J. Basina, Marge Pascale, Idell Duffy, Eleanor Sather,
Sheila Allen (student), Shelly Beauchamp (student)

February 12-15, 1974

Wisconsin Design Reading Program Workshop, San Francisco, CA
Janet Hunt, Kate Meierotto, Janet Gustafson, Gail Gasperini,
Karen Smith

February 26 - March 3, 1974

Convention of Association for Children with Learning Disabilities
(ACLD), Houston, TX
Marian Larson, Harriet LeBel, Jean Plahmer, Jewel Knopf, Joyce
Bratley, Liz Lynn, Muriel Erickson, Pat Olson

March 10-13, 1974

Midwest New Book & Media Presentation & Exhibit, Chicago, IL
Esther Salmi

March 8-13, 1974

ASCD Convention, Anaheim, CA
Tom Frizzell, Allen Bear, Gary Sarver, Verdayne Hanson, Dan Brown,
Jan Nielsen

March 22-30, 1974

LTI/SDTM Conference, Bloomington, IN
Tom Frizzell

March 26, 1974

Montessori School, Duluth, MN
Jane Nielsen, Liz Lynn, Valerie Ewing

March 27-31, 1974

Conference on Special Needs Children: Strategies for Classroom Inter-
gration, Martha's Vineyard, ME
Jo Anne Farley

March 28 - April 3, 1974

American Association of Health, Physical Education and Recreation,
Anaheim, CA
John Nachtsheim, Glenna Anderson

April 5-13, 1974

National Art Education Association Convention, Chicago, IL
Barbara Spencer, Lisa Spencer

April 9-14, 1974

National American Personnel and Guidance Association Convention, New
Orleans, LA
Jane Nielsen

April 18-20, 1974

Montessori School, Wounded Knee, Pine Ridge, SD
Jane Nielsen, Elizabeth Cadotte, Eleanor Sather, Delores
Bainbridge, Barbara DePerry

April 19-23, 1974

National Council of English and Reading Teachers, Madison, WI
Allen Torstveit

April 25-27, 1974

Social Studies Conference, Milwaukee, WI
Jim Spencer

April 26-27, 1974

Math Council, Green Lake, WI
Marvin Paavola, Neil Harmon

May 9-11, 1974

Media Center, Burnsville, MN, Media Conference: Alternative Ways of
Meeting High School Library Media Needs, Wausau, WI
Esther Salmi, Mildred LaPointe, Marie Bushy

May 10-12, 1974

Spring Convention of Central States Speech Association, Fargo, ND
Allen Torstveit

July 7-19, 1974

School Newspaper Workshop, University of Wisconsin - Eau Claire, WI
Mike Livingston (student)

July 29 - August 2, 1974

LTI/SDTM Conference, Stanford, CA
Tom Frizzell

July 29 - August 3, 1974

Institute on Issues on Educational Administration, Rochester, MN
Don Anderson

August 4-8, 1974

Power VolleyBall Clinic, University of Minnesota - Duluth, MN
Ed Olson

August 16-17, 1974

Wisconsin ACLD Conference, DePere, WI
Virginia Basina, Lynne Pratt

September 10-12, 1974

State Fall Conference for Librarians, Oshkosh, WI
Esther Salmi

October 3-5, 1974

U/R - LTI Conference, Kankakee, IL
 Esther Salmi, Delores Bainbridge, Ruth Buffalo, Pat J. Basina,
 Albin Larson

October 16-17, 1974

MN Association for the Education of Young Children Conference,
 Bloomington, MN
 Julie Hendricks (Kindergarten Department)

October 16-23, 1974

LTI Conference, Stanford, CA
 Tom Frizzell

October 18-19, 1974

"Write On" Conference, Richland Center, WI
 Marian Larson

November 4-8, 1974

American Speech and Hearing Association Convention (ASHA), Las Vegas, NV
 Jean Plahmer

November 5-10, 1974

World Congress on Dyslexia, Rochester, MN
 Liz Lynn, Marian Larson, Pat Olson

November 10-16, 1974

NIEA National Convention, Phoenix, AZ
 Delores Bainbridge, Elizabeth Cadotte, Ruth Buffalo, Gena Defoe,
 Karen Smith, Janet Gustafson, Sandy Pratt

January 29 - February 1, 1975

U/R - LTI SE Cluster Workshop, Atlanta, GA
 Tom Frizzell, Bob Lind, Ed Olson, Dan Brown

March 22-23, 1975

Conference on Practical Classroom Alternatives, Milwaukee, WI
 Jim Spencer, Gary Sarver

April 4-9, 1975

National Art Convention, Miami, FL
 Barbara Spencer

April 12-14, 1975

National Association of Elementary School Principals Convention,
 Minneapolis, MN
 Jo Anne Farley, Jack Farley

April 16-19, 1975

U/R - LTI Training Workshop, Joplin, MO
 Tom Frizzell, Bob Lind, Dan Brown, Ed Olson

June 15-21, 1975

U/R - LTI Film Editing Session, Stanford, CA
Tom Frizzell, Albin Larson, Marian Larson, Lisa Spencer

August 6, 1975

Graduation for Bayfield Candidates for Masters Degrees, University of Wisconsin, Milwaukee

Tom Frizzell, SDTM; Eunice Kottke, Adjunct Professor; Glenna Anderson (Masters); Ed Olson (Masters); Jim Spencer (Masters); Marian Larson (Masters); Joyce (Bratley) Smith (Masters); Jack Farley, Adjunct Professor; Dan Brown (Bachelors degree); Jo Anne Farley (Masters); Dick O'Leary (Masters); Allen Torstveit (Masters); Eleanor Sather (Masters)

August 11-12, 1975

U/R - LTI Film Narration Work Session, Stanford, CA
Marian Larson

September 11 - December 11, 1975

Issues on Vocational/Technical Education, U/W Extension Course (weekly sessions), Washburn, WI
John Spencer

September 25-27, 1975

LTI Training Workshop, Ft. Gay, WV
Tom Frizzell, Ed Olson, Jeff Paavola

October 3, 1975

Title II Workshop, Rice Lake, WI
Eunice Kottke

October 14-17, 1975

Audio-Visual Institute, Minneapolis, MN
Eunice Kottke

October 16-18, 1975

MnAEYC Conference (MN Association for the Education of Young Children), Bloomington, MN
Julie Hendricks, Sally Cadotte

November 7-8, 1975

SLD Conference, Eau Claire, WI
Mary Torstveit, Sandy Pratt
Liz Lynn, Arlene Jackson, Bonnie Livingston (Not U/R funds)

January 14-15, 1976

Visit to Media Centers in Park Center High School, Sunnyside Elementary, Armstrong High School, Wilder Elementary, Minneapolis, MN
Tom Frizzell, Marvin Paavola, Esther Salmi, Eunice Kottke, Marvin Defoe (student TV technician), Herb Hanson (student TV technician), Sandy Pratt

January 21-23, 1976

Wisconsin Association of School Boards Conference, Milwaukee, WI
Don Anderson, Tom Frizzell, Gene Ahnen

February 7, 1976

Swing Choir Clinic, St. Norbert's College, Green Bay, WI
Shelly Brevak

February 20, 1976

Media Workshop, U/W - Superior, WI
Eunice Kottke, Herb Hanson, Marvin Defoe

March 11-14, 1976

LTI Training Workshop, Baltimore, MD
Tom Frizzell, Don Anderson, Ed Olson, Joyce Livingston, Shelly
Beauchamp, Jo Wichlidal

April 19-20, 1976

LTI Observer Training Session, Chicago, IL
Barbara Spencer, Lois Young

September 26-29, 1976

LTI Observer Training Session, Turkey Run, IN
Barbara Spencer, Lois Young

October 4-6, 1976

Department of Public Instruction Fall Conference for Superintendents,
Madison, WI
Tom Frizzell, Bob Lind

October 21-23, 1976

Mn AEYC Fall Conference, Minneapolis, MN
Delores Boyer

November 18-20, 1976

National Science Teachers' Convention, Minneapolis, MN
Verdayne Hanson, Dick O'Leary

November 28 - December 1, 1976

National U/R Conference, Airlie, VA
Tom Frizzell, Don Anderson, Ed Olson, Sandy Pratt

December 10-11, 1976

Transactional Analysis 101 Workshop, Ashland, WI
Myrtle Newago, Pat J. Basina, Nora Newago, Penny Basina, Marlene
Bolderoff

January 14-19, 1977

Convention of National Association of Secondary School Principals, New
Orleans, LA
Bob Lind

January 23-26, 1977

NIEA Curriculum Development Conference, Minneapolis, MN
Delores Bainbridge

APPENDIX D

URBAN/RURAL SDP TRAINING PROGRAM

ON-SITE TRAINERS

Ms. Rosemary Christianson
Indian Education Section
State Department of Education
St. Paul, MN

Gerald Vizenor
Pine Point Elementary School
Park Rapids, MN

Ms. Mary Lee Enfield
Reading Specialist
Bloomington Public Schools
Bloomington, MN

George Fossen
Rapid City Public Schools
Rapid City, SD

Ms. Joyce Fossen
Vista Program
Rapid City, SD

John H. Farley
Consultant for Organizational and
Management Development
Minneapolis, MN
(Adjunct Professor,
University of Wisconsin-Milwaukee)

Professor Richard Hanson
School of Education
University of Wisconsin-Superior

Dr. Archie A. Buchmiller
Assistant State Superintendent
Department of Public Instruction
Madison, WI

Howard Paap
Anthropologist
White Bear Lake, MN

Lafayette Connor
St. Croix Reservation
Webster, WI

Dr. Samuel Popper
Department of Educational Administra-
tion
School of Education
University of Minnesota
St. Paul, MN

Will Antell
Director of Indian Education
State Department of Education
St. Paul, MN

Roger Buffalohead
Historian, University of Minnesota
St. Paul, MN

Ms. Victoria Greene
Reading Specialist
Bloomington Public Schools
Bloomington, MN

Ms. Alberta Hand
Rapid City Public Schools
Rapid City, SD

Larry Martin
School of Social Work
University of Minnesota-Duluth

Ronald Brown
Consultant for Organizational and
Management Development
Minneapolis, MN

James Lundsted
Douglas County Historical Museum
Superior, WI

Woodrow Sizer, Director
Cooperative Educational Service
Agency No. 1 (CESA-I)
Ashland, WI

Mr. James Wood, Director
CESA-II
Minocqua, WI

Ms. Lolita Taylor
St. Croix Reservation
Webster, WI

Mr. Earl C. Joseph
Sperry-Rand/UNIVAC and University
of Minnesota
St. Paul, MN

Dr. Michael Giammatteo
Sylvan Institute
Portland, OR

Dr. George Spratto
University of Indiana
Indianapolis, IN

Steven Jerrick
University of Indiana
Indianapolis, IN

Robert Tonra
AV Specialist
Burnsville School System
Burnsville, MN

Gerald Grey, Superintendent
Rocky Boy School
Box Elder, MT

Sylvester Gokee
Indian Youth Advocate
Duluth Public Schools
Duluth, MN

Ms. Jane Nielsen
Montessori Specialist
Adjunct Professor
University of Wisconsin-Milwaukee

Dr. Bernice Wolfson
Professor of Educational Psychology
University of Wisconsin-Milwaukee

Ms. Arlene Wiltberger
Psychologist
San Mateo, CA

Ms. Marian Eovaldi
Early Childhood Education
Evanston, IL

Stuart Lang
Assistant Professor of History
Northland College
Ashland, WI

Dr. Robert Havighurst
Author, Lecturer
University of Chicago

Ms. Elizabeth Mahoney
William Glasser's Schools Without
Failure Program

Dr. Lyom Grimley
Drug Abuse Consultant
University of Ireland

Gary Hull
University of Ireland

Harvey Paymella, Director
Native American Studies Center
University of New Mexico

Dan Honahni (Navajo), Chairman
NIEA Conference Steering Committee
Albuquerque, NM

Dan Safran
Center for the Study of Parent
Involvement
Berkeley, CA

Dr. George Shapiro
Professor of Organizational
Communications
University of Minnesota
St. Paul, MN

Dr. Ethel Anderson
Arizona State University
Tempe, AZ

Dr. Kenneth Wodtke
Department of Educational Psychology
University of Wisconsin-Milwaukee

Dr. Kingsley Wientge
University of Wisconsin-Milwaukee

Warren Beilenberg
U.S. Park Service
Bayfield, WI

John Wiley
Director, Wisconsin Judicare
Wausau, WI

Roger Thomas
Department of Indian Studies
University of Wisconsin-Oshkosh

Joe Rose
Director of Indian Studies
Ashland High School
Ashland, WI

John Anderson
Director of Indian Studies
College of St. Scholastica
Duluth, MN

Sid Stone
Alcohol and Drug Abuse Consultant
Rapid City, SD

Robert Youngquist
Psychologist, CESA I
Ashland, WI

Dr. Val Borger
University of Wisconsin-Milwaukee

Dr. Roland Callaway
University of Wisconsin-Milwaukee

Dr. Henry Kepner
University of Wisconsin-Milwaukee

Tom D. Williamson
Community Consultant
Hillsboro, NH

Preston Gee
Psychiatric Social Worker
North Central Guidance Clinic
Ashland, WI

The Bearhearts (Dancers)
Cumberland, WI

Ms. Pat Enz
Career Education Specialist
Red Wing, MN

Richard Ackley
Graduate Student
University of Wisconsin-Stout

Ray DePerry
University of Wisconsin-River Falls

Dick Wolf
Education Specialist
Bureau of Indian Affairs

Norman Graper, Principal
Wilson Elementary School
Janesville, WI

Jon Boyd
Director of Special Education
CESA I
Ashland, WI

Dr. John Zahorik
University of Wisconsin-Milwaukee

Dr. Donald Neuman
University of Wisconsin-Milwaukee

Ms. Eunice Kottke
AV Generalist
University of Wisconsin-Milwaukee

Dr. Marie Fielder
LTI
Stanford, CA

Ms. Clare Broadhead
LTI
Stanford, CA

Jim Higbee
Media Center
Burnsville School System
Burnsville, MN

Ms. Nora Hakala
Consultant to Indian Culture
Coordinator
Duluth, MN

Dr. Joseph Mengel
University of Wisconsin-Superior
Superior, WI

Jeff Savage, Drummer
Department of Indian Studies
College of St. Scholastica

Dennis White
Department of Indian Studies
College of St. Scholastica
Duluth, MN

Ms. Thea Holton
Media Center
Bloomington, MN

Ms. Ellen Nemhauser
Media Specialist
Ithaca, NY

Dr. Ray Wlodkowski
University of Wisconsin-Milwaukee
Milwaukee, WI

Monty Krlzan
Consultant to Science Program
Minneapolis, MN

Ms. Clara DeCoteau
Native American Dancer
Ashland, WI

Ms. Rose Ann Zimmer
Ashland, WI

Ms. Joan Thomas
Media Specialist
Chaska, MN

Tom Vennum, Jr.
Specialist on Native American Music
Smithsonian Institute
Washington, D.C. and LaPointe, WI

Local Consultants:

Tribal Council:

Kenneth Andrews
Albert Bresette
Alberta Gordon
Simon Defoe
Benjamin Topping
Raymond Defoe
Franklin Basina
Robert Defoe

Consultants on Indian Food:

Caroline Newago
Calra Cameron
Karen Bresette
Bernadette Topping

Indian Education Committee:

Bernadette Bresette
Helen Basina
Marilyn Charette
Audry Gordon
Roger Basina
Mary Anne Basina
Eugene Defoe
Nancy Newago
Kenneth Charette
Jim Bresette
Myrtle Newago
Mary Lou Gary
Dorothy Duffy
Margaret Basina
Bonnie LaGrew
Caroline Newago

Others:

Henry M. Buffalo, Jr.
 Marjorie Benton
 Marge Morris
 Walter "Sam" Newago, Sr.
 Bert Milligan
 Lawrence Butterfield
 Elizabeth Fisher
 Louis Belanger
 Madeline LaGrew
 Dee Gokee
 Steve Eckles
 Delores Bainbridge
 Ruth Buffalo
 Lynn Pratt
 Jim Peterson
 Virginia Beauchamp
 Diane Bear
 Joe Don Rose
 Angela White
 Lesley Stone
 Lewis White
 Lou Ann LeGorde
 Ms. Alex Sharlan
 Stuart Decorah

Denise Betlecourt
 Mavis Whitebird
 Mike Star
 Archie Moose
 Soni Anderson
 Jeff Eckles
 Virginia DeFoe
 Helen DeFoe
 Elizabeth Cadotte
 Garner Hadland
 Chuck Connor
 Dolly Rose
 Buck Stone
 James Day
 Beth Sutton
 Delma Grand Lewis
 Melvin Lasch
 Clyde Atwood
 Mr. & Mrs. Terry Denomie
 Diane Betlecourt
 James Mustache
 James Star
 Mike Decorah
 Yellow Bird Anderson

APPENDIX E

URBAN/RURAL TRAINEES

Administrative:

Dr. Donald Anderson, Superintendent
 Mr. Robert H. Lind, Secondary Principal
 Mr. Marvin A. Paavola, Elementary Principal
 Ms. Mildred La Pointe, Secretary
 Ms. Sharon Bonney, Secretary
 Ms. Delores Hendrickson, Secretary
 Ms. Lui Young, Secretary

Urban/Rural Staff:

Mr. Tom Frizzell, School Development Team Manager
 Ms. Jo Wichlidal, Secretary
 Ms. Delores Bainbridge, Indian Culture Coordinator
 Ms. Virginia DeFoe
 Ms. Ruth Buffalo
 Ms. Elizabeth Cadotte
 Ms. June DeFoe
 Ms. Dorothy Babineau
 Ms. Joyce Halden, Communicator
 Ms. Virginia Beauchamp, Communications Agent
 Mr. John Farley, University Consultant, University of Wisconsin-Milwaukee
 Ms. Jane Nielsen, " " " " " "
 Dr. Kenneth Wodtke, " " " " " "
 Ms. Eunice Kottke, " " " " " "
 Mr. Tom D. Williamson, Community Consultant
 Ms. Pat R. Basina, Secretarial Assistant

Local Indian Consultants

Elementary Teachers:

Ms. Valerine Reiten, Kindergarten
 Ms. Julie Hendricks, "
 Ms. Gail Gasperini
 Ms. Janet Hunt
 Ms. Edith Krone
 Ms. Shirley Rossman
 Ms. Eleanor Sather
 Ms. Jo Ann Farley
 Ms. Kristine Junttila
 Ms. Barbara DePerry
 Ms. Joyce (Bratley) Smith
 Ms. Jewell (Zoldos) Knopf
 Mr. Daniel Brown
 Mr. Gary Sarver
 Ms. Lucille Eckels
 Mr. Neil Harmon
 Mr. William Bergschnieder
 Ms. Harriet LeBel, Developmental Reading
 Ms. Arlene Jackson, Special Learning Disabilities Teacher
 Ms. Jean Plahmer, Speech Therapist

Grades 1-3

Grades 4-6

Grades 7-8

Elementary Teachers (continued):

Ms. Barbara Jaquith, Speech Therapist
 Ms. Delores Boyer, Instructor, Special Education Needs (SEN) Program
 Mr. Allen Bear, Home-School Coordinator
 Ms. Mary Lou Cary } Assistant Home-School Coordinator
 Ms. Pat J. Basina }
 Mr. Dick Young, Parent-Teacher Liaison

Secondary Teachers:

Ms. Marian Larson, English
 Ms. Muriel Erickson, Home Economics
 Mr. Verdayne Hanson, Physics, Chemistry, Guidance
 Mr. Robert Lind, Social Studies, High School Principal
 Mr. John Spencer, Commercial
 Ms. Marjorie Benton, Library
 Ms. Esther Salmi, Library
 Mr. Allen Torstveit, English
 Mr. Larry Kasper, Math, Bookkeeping, Coach
 Mr. James Spencer, Social Studies
 Mr. Gary Holman, Instrumental Music
 Ms. Shelton (Baratka) Brevak, Vocal Music
 Mr. Edwin Olson, Industrial Arts, Coach
 Mr. Dick O'Leary, Science, Coach
 Ms. Barbara Spencer, Art
 Ms. Glenna Anderson, Girls Physical Education, Girls Athletics
 Mr. John Nachtsheim, Boys Physical Education, Coach, Athletic Director
 Ms. Liz Lynn, Aide, Special Learning Disabilities
 Ms. Bonnie Livingston }
 Ms. Lynn Pratt } Aide, SLD
 Ms. Virginia Basina }
 Ms. Kathy Meierotto }
 Ms. Janet Gustafson } Aide, Elementary Department
 Ms. Karen Smith }
 Mr. Bob Barningham }
 Ms. Marie Bushy, Aide, Library
 Ms. Mary Jane Cadotte, Aide, Art Department
 Ms. Sally Cadotte, Aide, Kindergarten Department

Teacher Corps Interns:

Mr. William Clark	Ms. Katherine Hoffman
Mr. Thayne Balzer	Ms. Sue Newago
Mr. Brian Jones	Ms. Suzanne Solk
Ms. Julie Esmay	Ms. Sue Dorner
Ms. Carol Gitlis	Mr. John Dill
Mr. Ron DePerry	Mr. Gary Engel
Ms. Laurene Soulier	

Ms. Delphine Leafblad, Head Cook
 Ms. Ann Park, Assistant Cook
 Ms. Betty Morrin
 Ms. Dolly Sundquist
 Ms. Clarice Hokenson
 Ms. Emelda Kovachevich
 Ms. Shirley Milligan

Assistants in Lunchroom

Mr. LeRoy Olson, Head Custodian
 Mr. Vincent Kelly
 Mr. Eugene Hood
 Mr. Edward Smith
 Mr. Brank Berring
 Mr. Michael Hyde
 Mr. Greg Melerotto
 Mr. Bill Peterson, Head Custodian

Assistant Custodians

George Pinckney, Bus Driver
 Leonard Charette, Bus Driver
 Mike King, Bus Driver

School-Community Council Members:

Community Representatives:

Preston Gee
 Robert Wrobbel
 Arnie Lindquist
 Mary Beauregard
 Judy Russell
 Margo Connell
 Marge Pascale
 Ann Williams
 Idell Duffy
 Victoria Gokee
 Kenneth Andrews
 Marlene Peterson
 Eugene Lamoreaux
 Sandra Pratt
 Walter Garrigan
 Dennis Deegan
 William Basina
 Cora Andrews
 Albin Larson
 Joyce Livingston
 JoSarah Meyer
 Virginia Beauchamp
 Donna Bissell
 Allen Franzen
 Carol Miller

Student Representatives:

Anne Gokee
 Alden (Casey) Allen
 Joe Pascale
 Kenneth Charette
 Sharon Erickson
 Sheila Allen
 Jim Peterson
 John Ahnen
 Carl Bresette
 Michelle Beauchamp
 Lisa Spencer
 Michael Livingston
 Laura Moran
 Walter Newago
 Sue Carrier
 Claire Duquette
 Jeff Paavola
 Kathy Olson
 Kay Deragon
 Terri Worthington
 Scott Hauser
 Diana Livingston

Other:

Ms. Jody Gee, Volunteer Tutor
Ms. Ruth Ann Compton, Volunteer Tutor
Ms. Jo Ann Barningham, Volunteer Tutor
Ms. Pat Olson, Volunteer Tutor
Ms. Thelma Wrobbel, Volunteer Aide
Ms. Lillina Torbick, School Board
Ms. Marion Aiken, Substitute Teacher
Ms. Judy Christenson, Substitute Teacher, Volunteer Aide
Rev. Barry Boyer, Volunteer Tutor
Mary Peterson, Summer Clerical Aide
Marvin DeFoe, Jr., Student TV Technician
Herbert Hanson, Student TV Technician
Bill Frostman, Student TV Technician
Sr. Grace Ann Rabideaux, Consultant on Needs of Indian Students
Sr. Clare La Pointe, Consultant on Needs of Indian Students
Tom Pinckney, Student
Bette Gary, Student
Ms. Shirley Gordon, Member, Indian Education Committee
Ms. Bernadette Bresette, Member, Indian Education Committee
Ms. Diane Bear, Member, Indian Education Committee
Ms. Margaret Basina, Member, Indian Education Committee
Ms. Valerie Ewing, Teacher, Head Start Program
Ms. Nora Newago, Student
Ms. Myrtle Newago, Member, Indian Education Committee
Ms. Penny Basina, Member, Indian Education Committee
Ms. Marlene Bolderoff, Member, Indian Education Committee

APPENDIX F

STAFF RECEIVING MASTERS AND BACHELORS DEGREES

1. ANDERSON, GLENNA 394-32-3032 (Master's Degree)

Fall, 1973

272-500 Workshop in Curriculum and Instruction
Farley (3 credits)

Spring, 1974

272-629 Change and Change Strategies in Education
Farley (3 credits)

Summer, 1974

315-728 Techniques of Educational Research
Wodtke (Special Session, May 12-June 5, 1974) (3 credits)

270-500 Social Issues in Education
Farley (3 credits)

272-602 Early Childhood Education
Nielsen (3 credits)

272-669 Production and Utilization of Still Media
Nielsen, Borger (Course completed on March 1, 1975) (3 credits)

272-779 Current Topics in Curriculum and Instruction
Nielsen, Farley (Course completed on January 21, 1975) (2 credits)

Fall, 1974

315-832 Motivation in Education
Farley (3 credits)

Spring, 1975

272-714 Analysis of Instruction
Zahorik, Farley, Wodtke (3 credits)

272-812 Issues in Secondary Education
Farley (3 credits)

272-800 Master's Seminar
Neuman, Zahorik, Farley (Completed, August 4, 1975) (3 credits)

Summer, 1975

272-779 Current Topics C & I - Curriculum Design & Instruction Models
Neuman, Callaway, Kepner, Farley (Special Session, May 13-June 30, 1975) (3 credits)

2. BREVAK (BARATKA), SHELTON 387-56-7113 (Master's Degree)

Fall, 1973

272-500 Workshop in Curriculum and Instruction
Farley (3 credits)

Spring, 1974

315-640 Survey of Human Growth and Development
Farley (3 credits)

Summer, 1974

315-728 Techniques of Educational Research
Wodtke (Special Session, May 12-June 5, 1974) (3 credits)

270-500 Social Issues and Education
Farley (3 credits)

272-669 Production and Utilization of Still Media
Nielsen, Borger (Course completed on March 1, 1975) (3 credits)

Fall, 1974

315-740 Human Development in Infancy and Childhood
Wodtke (3 credits)

Spring, 1975

272-714 Analysis of Instruction
Zahorik, Farley, Wodtke (3 credits)

272-812 Issues in Secondary Education
Farley (3 credits)

272-800 Master's Seminar
Neuman, Zahorik, Farley (Completed August 4, 1975) (3 credits)

Summer, 1975

272-779 Current Topics in C & I - Curriculum Design & Instruction Models
Neuman, Callaway, Kepner, Farley (Special Session, May 13-June 30, 1975) (3 credits)

3. FARLEY, JO ANNE 469-38-1959 (Master's Degree)

Fall, 1973

272-500 Workshop in Curriculum and Instruction
Farley (3 credits)

315-330 Introduction to Learning and Development
Nielsen (4 credits)

Spring, 1974

272-629 Change and Change Strategies in Education
Farley (3 credits)

272-706 Elementary School Curriculum
Nielsen (3 credits)

315-640 Survey of Human Growth and Development
Farley (3 credits)

272-500 Human Relations and School Discipline
Glasser - Television (2 credits)

Summer, 1974

315-728 Techniques of Educational Research
Wodtke (Special Session, May 12-June 5, 1974) (3 credits)

270-500 Social Issues and Education
Farley (3 credits)

272-602 Early Childhood Education
Nielsen (3 credits)

272-669 Production and Utilization of Still Media
Nielsen, Borger (Course completed on March 1, 1975) (3 credits)

Fall, 1974

315-832 Motivation in Education
Farley (3 credits)

432-700 Foundations in Career Development
Farley (3 credits)

315-740 Human Development in Infancy and Childhood
Wodtke (3 credits)

FARLEY, JO ANNE (continued)Spring, 1975

272-714 Analysis of Instruction
Zahorik, Farley, Wodtke (3 credits)

272-808 Seminar in Elementary Education
Farley (3 credits)

272-800 Master's Seminar
Neuman, Zahorik, Farley (Completed, August 4, 1975) (3 credits)

Summer, 1975

272-779 Current Topics in C & I - Curriculum Design and Instruction
Models
Neuman, Callaway, Kepner, Farley (Special Session, May 13-June 30,
1975) (3 credits)

4. LARSON, MARIAN 390-34-6370 (Master's Degree)

Fall, 1973

272-500 Workshop in Curriculum and Instruction
Farley (3 credits)

Spring, 1974

272-629 Change and Change Strategies in Education
Farley (3 credits)

Summer, 1974

315-728 Techniques of Educational Research
Wodtke (Special Session, May 12-June 5, 1974) (3 credits)

270-500 Social Issues and Education
Farley (3 credits)

272-602 Early Childhood Education
Nielsen (3 credits)

272-669 Production and Utilization of Still Media
Nielsen, Borger (Course completed on March 1, 1975) (3 credits)

272-779 Current Topics in Curriculum and Instruction
Nielsen, Farley (Course completed on January 21, 1975) (2 credits)

Fall, 1974

315-640 Survey of Human Growth and Development
Wodtke (3 credits)

Spring, 1975

272-714 Analysis of Instruction
Zahorik, Farley, Wodtke (3 credits)

272-812 Issues in Secondary Education
Farley (3 credits)

272-800 Master's Seminar
Neuman, Zahorik, Farley (Completed, August 4, 1975) (3 credits)

Summer, 1975

272-779 Current Topics in C & I - Curriculum Design and Instruction
Models
Neuman, Callaway, Kepner, Farley (Special Session, May 13-June 30, 1975)
(3 credits)

5. O'LEARY, RICHARD 332-36-1879 (Master's Degree)

Fall, 1973

272-500 Workshop in Curriculum and Instruction
Farley (3 credits)

315-330 Introduction to Learning and Development
Nielsen (4 credits)

Spring, 1974

272-629 Change and Change Strategies in Education
Farley (3 credits)

315-640 Survey of Human Growth and Development
Farley (3 credits)

272-500 Human Relations and School Discipline
Glasser - Television (2 credits)

Summer, 1974

315-728 Techniques of Educational Research
Wodtke (Special Session, May 12-June 5, 1974) (3 credits)

270-500 Social Issues and Education
Farley (3 credits)

272-602 Early Childhood Education
Nielsen (3 credits)

272-669 Production and Utilization of Still Media
Nielsen, Borger (Course completed March 1, 1975) (3 credits)

272-779 Current Topics in Curriculum and Instruction
Nielsen, Farley (Course completed on January 21, 1975) (2 credits)

Spring, 1975

272-714 Analysis of Instruction
Zahorik, Farley, Wodtke (3 credits)

272-800 Master's Seminar
Neuman, Zahorik, Farley (Completed, August 4, 1975) (3 credits)

Summer, 1975

272-779 Current Topics in C & I - Curriculum Design and Instruction
Models
Neuman, Callaway, Kepner, Farley (Special Session, May 13-June 30,
1975 (3 credits)

6. OLSON, EDWIN 474-32-2421 (Master's Degree)

Fall, 1973

272-500 Workshop in Curriculum and Instruction
Farley (3 credits)

315-330 Introduction to Learning and Development
Nielsen (4 credits)

Spring, 1974

272-629 Change and Change Strategies in Education
Farley (3 credits)

Summer, 1974

315-728 Techniques of Educational Research
Wodtke (Special Session, May 12-June 5, 1974) (3 credits)

270-500 Social Issues and Education
Farley (3 credits)

272-779 Current Issues in Curriculum and Instruction
Nielsen, Farley (Course completed on January 21, 1975) (2 credits)

Spring, 1975

272-714 Analysis of Instruction
Zahorik, Farley, Wodtke (3 credits)

272-800 Master's Seminar
Neuman, Zahorik, Farley, (Completed, August 4, 1975) (3 credits)

Summer, 1975

272-779 Current Topics in C & I - Curriculum Design and Instruction
Models
Neuman, Callaway, Kepner, Farley (Special Session, May 13-June 30,
1975 (3 credits)

Transfer

272-680 Emotional Health and Curriculum
UW-Madison (3 credits)

7. SATHER, ELEANOR 398-54-2409 (Master's Degree)

Fall, 1973

272-500 Workshop in Curriculum and Instruction
Farley (3 credits)

315-330 Introduction to Learning and Development
Nielsen (4 credits)

Spring, 1974

272-629 Change and Change Strategies in Education
Farley (3 credits)

272-706 Elementary School Curriculum
Nielsen (3 credits)

315-640 Survey of Human Growth and Development
Farley (3 credits)

272-500 Human Relations and School Discipline
Glasser - Television (2 credits)

Summer, 1974

315-728 Techniques of Educational Research
Wodtke (Special Session, May 12-June 5, 1974) (3 credits)

270-500 Social Issues and Education
Farley (3 credits)

272-602 Early Childhood Education
Nielsen (3 credits)

272-669 Production and Utilization of Still Media
Nielsen, Borger (Course completed on March 1, 1975) (3 credits)

Fall, 1974

315-832 Motivation in Education
Farley (3 credits)

315-740 Human Development in Infancy and Childhood
Wodtke (3 credits)

Spring, 1975

272-714 Analysis of Instruction
Zahorik, Farley, Wodtke (3 credits)

SATHER, ELEANOR (continued)

Spring, 1975 (continued)

272-800 Master's Seminar
Neuman, Zahorik, Farley (Completed, August 4, 1975) (3 credits)

Summer, 1975

272-779 Current Topics in C & I - Curriculum Design and Instruction
Models
Neuman, Callaway, Kepner, Farley (Special Session, May 13-June 30,
1975) (3 credits)

8. SMITH (BRATLEY), JOYCE 393-30-8305 (Master's Degree)

Fall, 1973

272-500 Workshop in Curriculum and Instruction
Farley (3 credits)

315-330 Introduction to Learning and Development
Nielsen (4 credits)

Spring, 1974

315-640 Survey of Human Growth and Development
Farley (3 credits)

272-500 Human Relations and School Discipline
Glasser - Television (2 credits)

Summer, 1974

315-728 Techniques of Educational Research
Wodtke (Special Session, May 12-June 5, 1974) (3 credits)

Fall, 1974

315-720 Techniques of Educational and Psychological Measurement
Wodtke (3 credits)

Spring, 1975

272-714 Analysis of Instruction
Zahorik, Farley, Wodtke (3 credits)

272-808 Seminar in Elementary Education
Farley (3 credits)

272-800 Master's Seminar
Neuman, Zahorik, Farley (Completed, August 4, 1975) (3 credits)

Summer, 1975

272-779 Current Topics in C & I - Curriculum Design and Instruction
Models
Neuman, Callaway, Kepner, Farley (Special Session, May 13-June 30,
1975) (3 credits)

9. SPENCER, JAMES 371-42-3253 (Master's Degree)

Fall, 1973

315-330 Introduction to Learning and Development
Nielsen (4 credits)

Spring, 1974

272-706 Elementary School Curriculum
Nielsen (3 credits)

315-640 Survey of Human Growth and Development
Farley (3 credits)

272-500 Human Relations and School Discipline
Glasser - Television (2 credits)

Summer, 1974

270-500 Social Issues and Education
Farley (3 credits)

272-602 Early Childhood Education
Nielsen (3 credits)

272-669 Production and Utilization of Still Media
Nielsen, Borger (Course completed on March 1, 1975) (3 credits)

272-779 Current Topics in Curriculum and Instruction
Nielsen, Farley (Course completed on January 21, 1975) (2 credits)

Fall, 1974

315-728 Techniques of Educational Research
Wodtke (3 credits)

Spring, 1975

272-714 Analysis of Instruction
Zahorik, Farley, Wodtke (3 credits)

272-800 Master's Seminar
Neuman, Zahorik, Farley (Completed, August 4, 1975) (3 credits)

Summer, 1975

272-779 Current Topics in C & I - Curriculum Design and Instruction
Models
Neuman, Callaway, Kapner, Farley (Special Session, May 13-June 30,
1975) (3 credits)

10. TORSTVEIT, ALLEN 477-50-4706 (Master's Degree)Fall, 1973

315-330 Introduction to Learning and Development
Nielsen (4 credits)

Spring, 1974

272-629 Change and Change Strategies in Education
Farley (3 credits)

Summer, 1974

270-500 Social Issues and Education
Farley (3 credits)

272-602 Early Childhood Education
Nielsen (3 credits)

272-669 Production and Utilization of Still Media
Nielsen, Borger (Course completed on March 1, 1975) (3 credits)

272-779 Current Topics in Curriculum and Instruction
Nielsen, Farley (Course completed on January 21, 1975) (2 credits)

Fall, 1974

315-728 Techniques of Educational Research
Wodtke (3 credits)

315-640 Survey of Human Growth and Development
Wodtke (3 credits)

Spring, 1975

272-714 Analysis of Instruction
Zahorik, Farley, Wodtke (3 credits)

272-800 Master's Seminar
Neuman, Zahorik, Farley (Completed, August 4, 1975) (3 credits)

Summer, 1975

272-779 Current Topics in C & I - Curriculum Design and Instruction
Models
Neuman, Callaway, Kepner, Farley (Special Session, May 13-June 30, 1975)
(3 credits)

11. BROWN, DAN (Bachelor's Degree)12. GASPERINI, GAIL (Bachelor's Degree)

APPENDIX G

WRITE-IN COMMENTS BY QUESTIONNAIRE RESPONDENTS

Comments of School Staff

1. (The school) is not open enough to community.
2. Too many aides and helpers.
3. As other training programs, this one seems not too effective.
4. Program has benefitted the school.
5. Two staff members said: more room is needed.
6. (Decision-making procedure is adequate): Never!
7. Students don't have adequate input (to school policy).
8. There is a discipline problem.
9. Generally, the U/R Program has been good. A positive change in attitude of teachers and students.
10. The Indians are catered to.
11. The U/R Program didn't work.
12. Amount of money is not justified when I view the results.
13. Two staff members said: the counseling program is inadequate.
14. As a teacher, I definitely appreciate this.
15. Not enough parent participation.
16. All students are treated on an equal basis.
17. Kids receive adequate preparation.
18. Expectations are not high enough.
19. The atmosphere is too pleasant.
20. Student goals are too low.

Comments of Board Members

1. Too much time and money spent!
2. Too many aides and helpers in school.
3. U/R Program has caused conflict.

4. Divided students into two groups - Indian and white.
5. School Board definitely concerned about providing a quality education.
6. The counseling program is inadequate.
7. U/R Program personnel have not worked cooperatively with School Board.
8. The Board was always last to know.

Comments of Parents

1. Some teachers are serious (about their work).
2. Too much hatred toward Indians.
3. Too much waste of materials, time and money.
4. (Regarding SCC): Why have so many people dropped out?
5. Two parents: Counseling is very poor.
6. Teachers should have common sense and community spirit.
7. Back to Basics!
8. I "heard" there was more harmony before U/R.
9. I "heard" the counseling is poor.
10. The administrator rules the roost.
11. (Regarding Chippewa language): Why not Swedish, Polish, French, etc. as well.
12. Seems more friction has developed.
13. Too many highly paid "experts" brought in.
14. Not much new has been added.
15. SCC is awful secretive.
16. I want to write more on this questionnaire.
17. Too much money spent!
18. They seemed to have failed.
19. The school system has much to thank them for - they should sing their praises.

Comments from Community Residents

1. (Bayfield changes) "not all necessarily wise."
2. Too much money spent on U/R.
3. Too many aides and helpers.
4. Three people said: Relationship of community and school is "only fair."
5. I know children who cannot read and write.
6. "This is my first contact" (in determining important needs of school).
7. I heard a lot of bad comments.
8. Please help (teachers) get involved in community activities.
9. Many of us do not understand the program.
10. Do they put "good of child first?"
11. These folks are doing their best.
12. Too many helpers.
13. Teachers/administrators should be more PR minded.
14. Counseling is "inadequate."
15. U/R has split community.
16. (Regarding preparation of students): my biggest gripe.

Comments from SCC Members

1. (Chippewa language) is deader than Latin.
2. Don't teachers come trained anymore?
3. Aides and helpers are in each others way.
4. Who knows what is being taught?
5. Do community (residents) really have an opportunity to get interested in schools.
6. There are a few very good teachers.

7. Has money been worth it.
8. (U/R Program was): "a facade of compliance."
9. Sterility of any participating role for the community.
10. Indian history should be mandatory.
11. Very few news releases.
12. Has not drawn community together.
13. U/R has helped pull community together "somewhat."
14. I don't think the standards are high enough.
15. Need more classroom and gym space.
16. Much improvement needed in counseling.
17. (Regarding community input): "Not totally effective."
18. My (non-Indian) child is treated differently.
19. Some teachers not serious about work.
20. Part of community was never reached.
21. Bayfield students lack courage to set goals high, don't know how.

Comments from Seventh and Eighth Grade Students

1. Three students indicated that there were too many aides.
2. Two students felt the Chippewa language should be taught only to those children who want to learn it.
3. Four students expressed the feeling that they felt the Indians were favored.
4. Two students indicated that teachers' children were favored.
5. Two students felt that courses in Chippewa language and culture are a waste.
6. One student indicated that the U/R funds have all been given to the Indians.
7. Two students felt that the only reason people live in Bayfield is because it is a nice town, and not because of the schools.

8. One student indicated that he felt students are considered a group and not an individual.
9. One student felt that the industrial arts facilities are too small.
10. One student indicated that he did not know anything about SCC.
11. One student indicated that the school board and administrators worry more about money than quality education.

Comments from High School Students

1. Twenty students made comments that can be summarized by this one direct quote: "There are too many teacher aides and helpers in the school."
2. Four students felt that the changes in the Bayfield school are a result of the community people and teachers and not the U/R Program.
3. Three students claimed they don't hear much about SCC.
4. Five students felt there was too much emphasis on athletics.
5. Eleven students felt that damage to school property occurs too often.
6. One individual felt that parents are put down by staff whenever they voice their opinion.
7. Five students felt that they are not asked for their input on school policies.
8. Two students felt that subjects are not taught on an individual level.
9. Four students commented that they do not feel they get enough counseling for careers.
10. One student felt that teachers and administrators have a good relationship with students.
11. One student felt that students should have more opportunities to help plan the curriculum.
12. Three students indicated that they felt the community dislikes SCC.
13. Three students suggested a need for more writing.
14. One student felt that there are conflicts between school administrators and board members.

15. Three students made comments that can be summarized by the following quote: "The U/R Program draws the community apart and is a waste."
16. Two students indicated that the grade school teachers are more serious about teaching than the secondary teachers.
17. Six students expressed for more industrial arts and career oriented facilities.
18. Five students felt that their teachers don't really care.
19. Four students indicated that they don't really know what the U/R Program is about.
20. Two students felt that the town itself is why people live in Bayfield, not the schools.
21. Four students claimed that they felt the Indians are treated "extra kind."
22. Eleven students made statements that can be summarized in the following comment: U/R hasn't helped a bit.
23. One student felt that more parents need to get involved in school related matters.
24. Two students felt that the courses in Chippewa language and culture have produced greater prejudices for both parties.
25. Six students indicated that teachers show favoritism to certain students, particularly teachers' children.
26. Two students felt that there was much prejudice toward the Indians.
27. Five students expressed the need for Indian children to have an opportunity to learn about their background and language.

APPENDIX H

QUESTIONS USED IN INTERVIEWS

1. What is the mission of the Urban/Rural Program?
2. Do you have any opinions about the Urban/Rural Program?
3. What do you think about the schools and teachers in Bayfield?
4. Do you think that the school represents your values and interests of the community?
5. What are the career opportunities for a Bayfield School graduate?
6. What do you like best or least about the Bayfield school?
7. Would you say that the school is innovative or traditional?
8. What do you believe is the largest problem facing the school?
9. Are the biracial tensions in the school or community?
Has the U/R Program been able to do anything about these tensions?
10. What is most needed in Bayfield for Indian education?
11. What kinds of comments do you think I should know about the Bayfield school and the Urban/Rural Program?
12. Has the school board and school administration and the SCC worked cooperatively?
13. What do you feel is your responsibility to the school and the Urban/Rural Program?